



Sidlesham Primary School

Accessibility Plan

Date Agreed	May 2024
Prepared by	Sophia Koiston - Headteacher
Type	School
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Contents

1. Aims..... 3

2. Legislation and guidance..... 3

3. Action plan.....4

4. Monitoring arrangements.....7

5. Links with other policies..... 7

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, including West Sussex Local Education Authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> ● Our school offers an adapted curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum ● Curriculum resources include examples of people with disabilities ● Curriculum progress is tracked for all pupils, including those with a disability ● Targets are set effectively and are appropriate for pupils with additional needs ● The curriculum is reviewed to make sure it meets the needs of all pupils 		Effective communication and engagement with parents	Termly meetings with parents/carers – Termly consultations learning plans / Annual Review meetings with SENCO	SH	In place and ongoing	Parents/carers fully informed about progress & engage with their child’s learning
			Training for staff on increasing access to the curriculum for all pupils	Strategic deployment of support staff/intervention teacher Use of ICT, eg: voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, resources for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)	SH	In place and ongoing	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
			Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Risk assessments will be undertaken where appropriate providers will comply with all legal requirements	SH		

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the wider curriculum for pupils with a disability</p>			<p>All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils</p>	<p>Analysis of current offer Pupil voice</p>	<p>SH</p>	<p>In place and ongoing</p>	<p>Increased access to the extra-curricular activities for all pupils with SEND.</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities 	<p>Provision of wheelchair accessible toilets</p> <p>Access into and around school and reception to be fully compliant</p> <p>Improve signage to indicate access routes around school</p> <p>Maintain safe access around exterior of school</p> <p>Maintain safe access around the interior of the school</p>	<p>Maintain wheelchair accessible toilets with clinical waste bins</p> <p>Designated disabled parking</p> <p>Wide doors and corridors</p> <p>Clear route through school</p> <p>Signs indicate disabled parking bay and wheelchair friendly routes around school</p> <p>Ensure that pathways are kept clear of vegetation</p> <p>Awareness of flooring, furniture and layout in planning for disabled pupils</p>	<p>SK/SP</p> <p>SK/SP</p> <p>SK/SP</p> <p>SK/SP</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>School will be fully accessible for wheelchair users</p> <p>School will be fully accessible for wheelchair users</p> <p>Disabled people aware of wheelchair access</p> <p>People with disabilities can move unhindered along exterior pathways</p> <p>People with disabilities can move safely around the school</p>	

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Pictorial or symbolic representations 		<p>Availability of written material in alternative formats</p>	<p>Fortnightly newsletter emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect</p> <p>Key content published on school website Provided translated documents where appropriate</p>	SK/DP	Ongoing	<p>All parent/carers will be up to date and well informed of school information</p>

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by Sophia Koiston – Headteacher.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy