



Accessibility Plan

Pikemere School

2019-22

The Accessibility Plan policy in respect of Pikemere School has been discussed and adopted by the Governing Board

Chair of Governing Board:

Mrs C Richards

Head Teacher:

Mrs S L Gohr

Agreed and ratified by the Governing Board on:

27th November 2019

Policy Review Date: Autumn 2022

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

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.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers an inclusive curriculum for all pupils. This is differentiated for all pupils according to individual needs.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<ul style="list-style-type: none"> • Ensure all children who need additional support/provision have their needs met • Continue to ensure all classroom spaces are adequately organised. 	<ul style="list-style-type: none"> • Ensure all staff are aware of additional access arrangements and that this becomes part of everyday classroom practice. 	Headteacher	December 2019	<ul style="list-style-type: none"> • All children will have appropriate access arrangements in place allowing them to achieve as highly as possible.
Improve and	<i>The environment is adapted to the</i>	<ul style="list-style-type: none"> • To improve the 	<ul style="list-style-type: none"> • CIF bid to try 	Headteacher	2019-20	School will have

<p>maintain access to the physical environment</p>	<p><i>needs of pupils as required.</i> <i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Shelving at wheelchair-accessible height</i> 	<p>intercom system so that it is more accessible.</p> <ul style="list-style-type: none"> • Invest in adult sized chairs with arms to provide support for those who may need it. 	<p>and improve the current intercom system so that it is LED and more appropriately placed for wheelchair users.</p>	<p>and Eddisons contractors</p>		<p>improved accessibility.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i> <i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 	<ul style="list-style-type: none"> • To improve signage in the main entrance of the school – braille. • To improve pictorial / symbolic representations around school. 	<ul style="list-style-type: none"> • Invest in Braille signage other posters for the main entrance 	<p>Headteacher</p>	<p>December 2019</p>	<ul style="list-style-type: none"> • School will more accessible and welcome to those with hearing or visual impairments.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Pikemere Local Governing Board.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	Not applicable	NA	NA
Corridor access	<ul style="list-style-type: none"> All corridors are wide and free of debris. Cloakroom areas have monitors and all staff take responsibility for this area. All exit buttons are at the appropriate height. 	<ul style="list-style-type: none"> Ensure all staff are aware of keeping the cloakroom and corridor areas clear. 	NA	NA
Lifts	NA	NA	NA	NA
Parking bays	<ul style="list-style-type: none"> We have two disabled parking bays on the car park and access to the front of the school is accessible to all. 	<ul style="list-style-type: none"> Make sure staff and regular visitors do not park in the disabled parking bays during the school day. This will restrict access. 	Senior Leadership Team to monitor	September – annually as part of induction
Entrances	<ul style="list-style-type: none"> All accessible and height appropriate. 	<ul style="list-style-type: none"> No action to be taken – continue to review with regards to any changes. 	Senior Leaders	Ongoing

Ramps	<ul style="list-style-type: none"> All ramps are in place from outside with the exception of the back door to the school. 	<ul style="list-style-type: none"> Ensure they are maintained and function as they need to. 	SMO	During site walks
Toilets	<ul style="list-style-type: none"> We have disabled toilets in school. We have lever style taps making them accessible to all. Disabled toilet has enough space and is suitably designed in terms of lighting, rails, emergency support, wash basins height, etc. 	<ul style="list-style-type: none"> No action needed 		
Internal signage	<ul style="list-style-type: none"> Intercom system is in place although does not have LED display to accommodate those with hearing impairments. No signage in Braille Signage is at the appropriate level for all to access. 	<ul style="list-style-type: none"> Apply for additional funding to support intercom system being more inclusive. Invest in some Braille signage 	Headteacher	2019-20 CIF bid
Doors	<ul style="list-style-type: none"> All doors in corridor areas and classrooms have viewing glass so that people on both sides of the door can see each other. 	<ul style="list-style-type: none"> SMO door doesn't have viewing glass – although access is only for SMO personnel. 	NA	

	<ul style="list-style-type: none"> • Doors are light enough for all to access. 			
Emergency escape routes	<ul style="list-style-type: none"> • Audible alarm system in place along with emergency lighting. • Exit routes regularly checked by SMO on site walks. 	<ul style="list-style-type: none"> • No action needed. 		
Seating	<ul style="list-style-type: none"> • When we have visitors in school for large performances we do provide adult sized chairs. • We do not have chairs with arms to support those who may need it. • Dining facilities are adapted as necessary. 	<ul style="list-style-type: none"> • Purchase a number of chairs with arms to support whole school performances, etc 	Headteacher	2019-20
Classrooms	<ul style="list-style-type: none"> • Accessible to all. • Induction loops fitted and staff wear microphones for all pupils. 	<ul style="list-style-type: none"> • Continue to monitor 	SMO	Ongoing (and report any concerns to Headteacher)

Completed by: S.L.Gohr

Date: Spetember 2019