Courthouse Green Primary School
'Doing our best to be our best'

Accessibility Plan

Approved by:	Courthouse Green Governing Board	Date: April 2020
Next review due by:	April 2023	

Contents

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. The school supports any available partnerships to develop and implement the plan. 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. We have included a range of stakeholders in the development of this accessibility plan: 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 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.

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 the 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
- Supporting pupils with medical conditions policy

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Our school offers a differentiated 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 ensure it meets the needs of all pupils.*	To ensure that all staff have understanding of the SEND Code of Practice 2014 To ensure all staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia.	Training provided by the SENCo in INSET and through regular staff meetings. SENCO to attend appropriate training network meeting Training for all new members of staff. Updates and rolling programme of training for all staff Muliti-media activities to support the curriculum where appropriate. Use of interactive ICT equipment to support specific difficulties. Specific equipment sourced from occupational therapy	CJ CJ CJ/SLT YGL YGL	Sept 20 Sept 20 Termly Annually Termly	Pupils accessing curriculum and making good progress from their starting points. Evidence in lessons of multisensory learning to support pupils All Policies clearly reflect inclusive practice and procedure
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required. This includes:* • *Lift* • *Corridor width* • *Disabled parking bays* • *Disabled toilets and changing facilities* • *Library shelves at wheelchair-accessible height*	Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events	Evaluate responses and action support via Intervention team	Intervention Team	Weekly	To ensure that disabled parents do not feel discriminated against and are encouraged to take part in all school activities

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	To enable improved access to written information for pupils, parents and visitors	Raising awareness of font size and page layouts will support pupils with visual impairments ⬚ Auditing the school library to ensure the availability of large font and easy read texts will improve access Auditing signage around the school to ensure that it is accessible to all is a valuable exercise			Pupils, parents and visitors can access written information in school.