

Ashton Gate Primary School



Accessibility Policy and Plan

Approved by: Full Governing Body

Date: October 2023

Last reviewed on: September 2020

Next review due by: October 2026

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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 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 in conjunction with Bristol City Council.

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 staff and governors.

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. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Full Governing Body.

4. 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

Accessibility Plan

Improving the physical access

| Target | Strategies | Timescale | What will success look like? |
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| To be aware of the access needs of disabled children, staff, Governors and parents/ carers | <ul style="list-style-type: none"> Ensure the school staff & Governors are aware of access issues ('access' meaning 'access to' and 'access from') Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process Ensure staff and Governors can access areas of school used for meetings Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired Communication in print around school to help children's understanding and visual recognition. | As required | <ul style="list-style-type: none"> SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & Governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school PEEPs are prepared and reviewed as individual needs change |
| Maintain safety for visually impaired people | <ul style="list-style-type: none"> Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges Check exterior lighting is working on a regular basis Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate Check flashing beacons that signal fire alarm activation regularly | Annually, and as new children join the school throughout the year | <ul style="list-style-type: none"> Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year. |
| Lunchtime | <ul style="list-style-type: none"> Ensure children who need longer to eat lunch have more time during lunchtime. | Daily | <ul style="list-style-type: none"> All children can access adequate time for lunch |
| Ensure there are enough fire exits around school that are suitable for people with a disability | <ul style="list-style-type: none"> Daily health and safety checks of the school and its surroundings. Ensure staff are aware of need to keep fire exits clear | Daily | <ul style="list-style-type: none"> All disabled personnel and pupils have safe exits from school. |
| Whole School Evacuation | <ul style="list-style-type: none"> Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if needed. | Annually, and as new children join the school throughout the year | <ul style="list-style-type: none"> All physically disabled persons can be safely evacuated. |

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| Accessible car parking | <ul style="list-style-type: none"> ○ Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school | On-going | <ul style="list-style-type: none"> ○ There is a place for disabled members of staff and visitors to park throughout the school day. |
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Improving the curriculum access

| Target | Strategies | Timescale | What will success look like? |
|--|--|-------------|---|
| Access to learning/ in class provision | <ul style="list-style-type: none"> ○ Review SEND children's access to curriculum within class sessions. ○ Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. ○ Ongoing monitoring from SENDCO. ○ Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations. | On-going | <ul style="list-style-type: none"> ○ All pupils have equal access to a broad and balanced curriculum |
| All school visits and trips need to be accessible to all pupils | <ul style="list-style-type: none"> ○ Risk assessments to ensure that all children including children with physical disabilities can access trips. ○ Ensure venues and means of transport are vetted for suitability ○ Ensure staff are fully briefed with regards to children with SEND | On-going | <ul style="list-style-type: none"> ○ All pupils are able to access all school trips and take part in a range of activities |
| Review PE curriculum to ensure PE is accessible to all pupils | <ul style="list-style-type: none"> ○ Review PE curriculum to include disability sports | Annually | <ul style="list-style-type: none"> ○ All pupils have access to PE and are able to excel, for example via support from an adult |
| Ensure disabled children can take part equally in whole school events, lunchtime and after school activities | <ul style="list-style-type: none"> ○ Ensure whole school events can be adapted to include all children ○ Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available - especially after school ○ Ensure there is a way of getting children with mobility issues/ wheelchairs to the village hall, where sports clubs usually take place - including leaving school via the playground gates instead of the main front door which has steps in front | As required | <ul style="list-style-type: none"> ○ Disabled children feel able to participate equally in out of school activities. |

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| Ensure all staff have specific training on disability issues | <ul style="list-style-type: none"> ○ Identify training needs at regular meetings | On-going | <ul style="list-style-type: none"> ○ Raised confidence of support staff |
| Communication with Parents | <ul style="list-style-type: none"> ○ Ensure parents have access to our SEND provision/ school offer currently on the school website. ○ Ensure parents meet and can contact SENDCO at any time. ○ Parents meet regularly with SENDCO to access further support and advice. ○ Ensure that the annual report to parents of SEND is accessible and informative for parents. | On-going | <ul style="list-style-type: none"> ○ Parent/school communication is strong ○ Parents confidently contact SENDCO for support and advice. |
| Pupil Voice | <ul style="list-style-type: none"> ○ Children are given opportunities to share their concerns, their views and their ideas. ○ Adaptations are made as needed. | On-going | <ul style="list-style-type: none"> ○ Children voice is heard and acted upon. |