

Accessibility Plan 2022-23

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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 provide
- Improve the availability of accessible information to disabled pupils

William Patten is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. 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, the complaints 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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

| AIM | CURRENT PRACTICE | OBJECTIVES | ACTIONS | PERSON RESPONSIBLE | TIME FRAME | SUCCESS CRITERIA |
|---|---|--|--|---|---|--|
| <p>Increase access to the curriculum for pupils with a disability</p> | <p>Our school offers a differentiated curriculum for all pupils</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> | <p>Further differentiation for children with ASD and complex needs based on SCERTS framework</p> <p>SCERTS framework to be used for target setting for group of children in EYFS with ASD</p> <p>Pupil voice is taken into consideration in decisions regarding use of resources</p> <p>Curriculum resources should include examples of 'hidden' disabilities e.g. ASD as well as physical disabilities</p> <p>Planning for differentiation specific to subject area is further developed by subject leads</p> | <p>Inset for teaching staff</p> <p>Targeted TAs to access AET training modules</p> <p>SENCo/Specialist teacher to work with teachers on target setting</p> <p>Teachers meet with pupils with SEND to discuss preferences re resources.</p> <p>Texts to be available in class book corners which represent a range of disabilities</p> <p>Subject leads monitor and support inclusive practice in their subject areas through regular monitoring and feedback</p> | <p>SENCo</p> <p>SENCo</p> <p>SENCo/Specialist teacher</p> <p>Teachers/SENCo</p> <p>SENCo/Literacy lead</p> <p>Subject leads/DHT</p> | <p>Autumn term 2022</p> <p>Across the year</p> <p>Termly</p> <p>Autumn and Summer terms</p> <p>Across the year</p> <p>Ongoing across the year</p> | <p>Children with ASD and complex needs access a curriculum which supports SCERTS outcomes</p> <p>Effective targets are set for children with ASD and complex needs</p> <p>Resources are tailored more effectively to pupil need.</p> <p>Pupils with disabilities feel represented in curriculum resources.</p> <p>Pupils with disabilities have equal access to a broad and balanced curriculum.</p> |

| AIM | CURRENT PRACTICE | OBJECTIVES | ACTIONS | PERSON RESPONSIBLE | TIME FRAME | SUCCESS CRITERIA |
|--|---|---|--|--|--|---|
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled toilets and changing facilities • Edges of stairs marked with white line • Library shelves at wheelchair-accessible height • Sound field systems in one classroom in each year group • PEEPs (Personal Emergency Evacuation Plans) are prepared and reviewed for pupils as necessary | <p>Further adaptations to playgrounds for pupils with a visual impairment</p> <p>Ensure systems are being used to meet needs of current pupils</p> <p>Ensure all children with 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.</p> | <p>Add brightly coloured safety markings to playground equipment</p> <p>Install sound field system in additional classroom. Train staff in use.</p> <p>Review evacuation plan and develop PEEPS where needed</p> | <p>School business manager/SENCo</p> <p>School business manager/SENCo</p> <p>SLT/SENCo</p> | <p>Autumn 1</p> <p>Autumn 1</p> <p>Annually, and as new children join the school throughout the year</p> | <p>Pupils with low vision have equal and safe access to the playground.</p> <p>Equal access to the curriculum for pupils with hearing impairments.</p> <p>Pupils with disabilities can be safely evacuated.</p> |

| AIM | CURRENT PRACTICE | OBJECTIVES | ACTIONS | PERSON RESPONSIBLE | TIME FRAME | 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 • Sound field systems • Pictorial or symbolic representations (widget) | Increase level of signage with pictorial/symbolic representations around the school | Audit of signage to be undertaken, need for additional signage to be identified and supplied | SENCo/School business manager | Autumn term | Pupils with disabilities have improved access to the school environment. |

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 the governing board, Helen McNulty SEND Governor, Karen Law Head teacher

It will be approved by the governing board, Helen McNulty SEND Governor, Karen Law Head teacher

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Inclusion policy
- Special educational needs (SEN) information report
- Medical Needs Policy

