



# **Accessibility Plan 2023-24**

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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
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Increase access to the curriculum for pupils with a disability	Our school offers a curriculum for all pupils which promotes Inclusion and involves making appropriate adaptations and differentiating where necessary	Further adaptation/differentiation for children with ASC and complex needs informed by SCERTS framework and Development Matters	Targeted TAs to access AET training modules and support from Specialist teacher and SaLT	SENCo/Specialist teacher/SaLT	Across the year	Children with ASC and complex needs access a curriculum which supports personalized, appropriate learning goals
	Targets are set effectively and are appropriate for pupils with additional needs	SCERTS framework and Development Matters to be used to inform target setting for group of children in Year 1 and 2 with ASC	SENCo/Specialist teacher to work with teachers on using SCERTS framework/EHCP and Development Matters to inform planning and assessment	SENCo/Specialist teacher	Termly	Effective targets are set for children with ASC and complex needs
	We use resources tailored to the needs of pupils who require support to access the curriculum	Pupil voice is taken into consideration in decisions regarding use of resources	Teachers meet with pupils with SEND to discuss preferences re support and resources using pupil voice tool	Teachers/SENCo	Autumn and Summer terms	Resources are tailored more effectively to pupil need.
	Curriculum resources include examples of people with disabilities	Curriculum resources should include examples of 'hidden' disabilities e.g. ASC and ADHD as well as physical disabilities	Texts to be available in class book corners which represent a range of disabilities	SENCo/English lead	Across the year	Pupils with disabilities feel represented in curriculum resources.
	The curriculum is reviewed to make sure it meets the needs of all pupils	Planning for Inclusion specific to subject area is further developed by subject leads	Subject leads monitor and support inclusive practice in their subject areas through regular monitoring and feedback	Subject leads/DHT	Ongoing across the year	Pupils with disabilities have equal access to a broad and balanced curriculum.

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"> <li>• Ramps</li> <li>• Disabled toilets and changing facilities</li> <li>• Edges of stairs marked with white line</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Radio Aid in use in Year 5 classroom and handed over to other teachers when child moves classroom</li> <li>• PEEPs (Personal Emergency Evacuation Plans) are prepared and reviewed for pupils as necessary</li> </ul>	<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>Train new staff team in use of Radio Aid</p> <p>Review evacuation plan and develop PEEPS where needed</p>	<p>School business manager/SENCo</p> <p>SENCo/Specialist Teacher for the Deaf</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>
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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"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Sound field systems</li> <li>• Radio Aid</li> <li>• Pictorial or symbolic representations (widget)</li> <li>• Makaton (Basic signs)</li> </ul>	<p>Increase level of signage with pictorial/symbolic representations around the school</p> <p>Develop use of Makaton</p>	<p>Audit of signage to be undertaken, need for additional signage to be identified and supplied</p> <p>Introduce Makaton word of the week</p>	<p>SENCo/School business manager</p> <p>SENCo/SaLT</p>	<p>Autumn term</p> <p>Beginning 25.9.23 and then weekly throughout the year</p>	<p>Pupils with disabilities have improved access to the school environment.</p>
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#### 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

