

SHERINGTON PRIMARY SCHOOL  
ACCESSIBILITY PLAN  
2022-2025



# Accessibility plan

**Approved by:** Premises Chair / Committee      **Date:** [March 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.

*Sherington are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.*

The plan will be made available online on the school website, and paper copies are available upon request.

Sherington 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 available partnerships with the Local Authority 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, including Senior Leaders 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 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.

### 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	Sherington Local Offer meets the needs of pupils with Special Educational Needs.	To ensure that all pupils, regardless of their specific needs, make the best possible progress in school.	Annual update of Local Offer and published on the school website.	Inclusion Manger	Ongoing	Children with special educational needs are able to successfully access all learning environments.  Any complaints / concerns around access or provision to be addressed to ensure needs are being met. Liaising with children, parents, carers and teachers.  Suggestion: All children have access to a broad and balanced curriculum as evidenced in monitoring (internal and external)
Improve and maintain access to	<i>The environment is adapted to the needs of pupils as required.</i>	Review of children with special educational	Inclusion Manger to update staff of children	Inclusion Manager /	Ongoing	Children with special educational needs are

<p>the physical environment</p>	<p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Elevators</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled toilets</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> <li>• <i>Hand rails</i></li> </ul>	<p>needs and ensure that the environment is accessible.</p>	<p>with special educational needs and liaise with relevant persons regarding specific access arrangements.</p>	<p>Class Teachers &amp; Premises Manager</p>		<p>able to access all learning environments across the school.</p> <p>Suggestion: All stakeholders and visitors have access to all areas of the school, regardless of their needs</p> <p>Speaking to children, parents, carers and teachers to ensure no barriers.</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. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations</i></li> <li>• <i>Information is provided in alternative formats, when requested</i></li> </ul>	<p>Information is used in numerous ways across the school for both children and the community.</p> <p>Children to have access to visual aids, including pictorial where required in class.</p> <p>Internal signage is clear and in large print, where applicable.</p> <p>Information is printed in different formats when requested</p>	<p>Office staff to provide information when requested.</p> <p>Class teachers / TAs and Inclusion Manager ensure that resources are available when required</p> <p>Premises Manager to review as per audit</p>	<p>Inclusion Manger, Premises Manager &amp; School Business Manager</p>	<p>Ongoing</p>	<p>Information is accessible to all stakeholders, regardless of method and will be provided upon request or where applicable.</p> <p>Excellent communication between school and stakeholders – survey of stakeholders to identify any improvements.</p>

## **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 Premises Committee Chair and Headteacher.

## **5. Links with other policies**

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

- Risk assessment
- 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

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Premises Manager & Cleaning Team	Ongoing
Corridor access	Corridors are wide with storage access for wheelchairs and standing frames	Ensure equipment does not block corridors	Class Teachers & Premises Manager	Ongoing
Lifts	Service Level Agreement in place for maintenance	Review service annually	Premises / SBM	Ongoing
Parking bays	Not applicable	Not applicable		
Entrances	Automatic front doors, enclosed lobby	Service of automatic doors annually	Premises Manager	Ongoing
Ramps	Edges painted and hand rails installed	Daily check of site includes ramps	Premises Manager	Ongoing
Toilets	All toilets have disabled access and alarms	Ensure serviced annually	Premises Manager	Ongoing

Reception area	Accessible to wheelchair users	Ramp outside & internal waiting area is kept clear	Premises /SBM	Ongoing
Internal signage	Appropriate signage is in place for visually impaired	Signs are at eye level, clear, large, illuminated and not covered	Premises Manager	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of alarms and regular maintenance of alarms	Premises Manager	Ongoing