



Name of School: **Earls Barton Primary School**

Committee/ Person(s) Responsible: **Governors**  
**Headteacher**

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### Document Reviews

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## Contents

1. Aims.....	2
2. Legislation and guidance .....	3
3. Action plan .....	4
4. Monitoring arrangements .....	8
Appendix 1: Accessibility audit.....	9

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

Each child who joins Earls Barton Primary School will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. Pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

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 governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Under the Equality Act 2010 the definition of having a disability is “if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities”.

## School Ethos and Values

### Our Vision

Our school community will be happy and will support each individual to achieve their potential. We aspire to instil self-belief, resilience and an appreciation of our diverse world.

### Our Aims

At EBPS we will:



- Provide a safe and nurturing environment
- Build positive relationships
- Have high expectations of the way we present and conduct ourselves
- Use a restorative justice approach to foster appropriate behaviour
- Respect and value other cultures and beliefs and uphold British Values
- Provide opportunities to grow socially, emotionally, spiritually, morally and physically
- Develop positive attitudes to new ideas and learning
- Promote collaboration and co-operation
- Encourage perseverance to achieve success
- Encourage everyone to be the best that they can be
- Provide outstanding learning opportunities for all
- Provide an environment that is stimulating and vibrant
- Provide a motivating, engaging and challenging curriculum
- Foster curiosity and a love of learning
- Ensure all children receive their full entitlement to the whole curriculum
- Identify and action additional support where appropriate
- Develop abilities to investigate and problem solve

## Our Values

Kindness, Respect, Self-Belief, Honesty

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.

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.

## 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.

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
<p>Increase access to the curriculum for pupils with a disability –</p> <p>to ensure teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities are accessible to all pupils.</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Individual and group tuition where the Inclusion Manager feels this is appropriate</p> <p>Curriculum resources include examples of people with</p>	<p>Continually develop confidence of all staff in differentiating the curriculum</p> <p>Ensure classroom support staff have specific training on relevant disability issues</p> <p>Use ICT software to support learning</p>	<p>Keep staff fully informed of the needs of pupils</p> <p>Regular training and learning opportunities for staff</p> <p>Make use of all class facilities and</p>	<p>Inclusion Lead/ Class teachers/ Subject leaders</p>	<p>Ongoing</p>

# Accessibility Plan



	<p>disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Listening to pupils views and taking them into account in all aspects of school life.</p> <p>Staff are kept fully informed of SEN of any pupils or changes to these needs.</p> <p>Provide regular training and learning opportunities for staff</p>	<p>Ensure educational visits are accessible to all</p> <p>Regularly check and review PE curriculum to ensure PE is accessible to all</p>	<p>space</p> <p>Use in class provision and support effectively</p> <p>Setting appropriate individual targets that motivate pupils to do their best.</p> <p>Listening to pupils views and taking them into account</p> <p>Make reasonable adjustments for individual students to ensure all barriers to learning are removed</p> <p>Physical management plans to be written where appropriate</p>		
<p>Improve and maintain access to the physical environment –</p> <p>Ensure changes and improvements to the physical environment of the school are appropriate and meet the</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> </ul>	<p>Ensure lighting, seating and acoustic conditioning meet the needs of pupils</p> <p>Ensure access to specialist aids and equipment where required</p>	<p>Provide extra staff assistance if required</p> <p>Ensure ramps are kept clear and are gritted in colder</p>	<p>Inclusion lead/ School business manager/ site supervisor</p>	<p>Ongoing</p>

# Accessibility Plan



<p>needs of all children</p>	<ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Appropriate seating, acoustic conditioning and lighting</li> <li>• Provision of tactile and kinaesthetic materials</li> <li>• Access to specialist aids, equipment of furniture</li> <li>• Regular and frequent access to specialist support</li> </ul>	<p>Ensure regular access to specialist support as appropriate eg physio</p> <p>Provide extra staff assistance if required</p>	<p>weather</p> <p>Ensure the lift is serviced regularly</p> <p>Ensure nosings are painted on external steps</p> <p>Maintain handrails on internal and external steps.</p> <p>Ensure escape routes are free from obstruction and that fire doors are in working order</p> <p>Check alarms cords are working in disabled toilet facilities</p> <p>Corridors and stairs are kept clear to enable access for all including those in wheelchairs</p> <p>Disabled parking bays marked</p> <p>Signage is clear and access to the office</p>		
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# Accessibility Plan



<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>To ensure handouts, textbooks, information about the school and school events are available in appropriate formats in a reasonable time frame.</p>	<p>Make information available in different formats if required</p>		<p>Ongoing</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 governing body.



**Appendix 1: Accessibility audit**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Stairs kept clean and tidy and free from obstruction at all times	Maintain and ensure access	Cleaners/ Site supervisors	Ongoing
Corridor access	Corridors kept clean and tidy and free from obstruction at all times	Ensure pupil equipment/ coats/bags do not block corridor	Head teacher/ Class teachers	Ongoing
Lifts	Service level agreement in place for maintenance	Review service annually	SBM/ Site supervisor	Ongoing
Parking bays	Disabled parking bays marked	None required	Site supervisor	Ongoing
Entrances	Wide doors to enable wheelchair access. Entrances kept clean and tidy and free from obstruction at all times	None required	Site supervisor	Ongoing
Ramps	Ramps kept clear and gritted in colder weather	Ensure ramp access is not blocked	Site supervisor	Ongoing

# Accessibility Plan



Toilets	Disabled toilets have disabled access and alarms. Toilets kept clear and uncluttered	None required	Site supervisor	Ongoing
Reception area	Accessible to wheelchair users	None required	SBM	Ongoing
Internal signage	N/A			
Emergency escape routes	Fire evacuation plan in place	System tested weekly and all escape routes checked weekly to ensure clear.	Site supervisor/ SBM	Ongoing