

Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 to have a disability and 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.

We 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.

We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. The plan will cover a three-year period and will be monitored annually.

The plan will contain relevant actions to ensure accessibility and equality with a commitment to:

- Improve access to the physical environment of the school. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils, expanding and making reasonable adjustments to the curriculum as necessary to ensure that all pupils are treated equally. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The plan is a response to an Equalities and Accessibility Audit. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be revisited prior to the end of each first three year plan period in order to inform the development of the new plan for the following period.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The school supports any available partnerships to develop and implement the plan. Perryfields Primary School engages with the local authority services, such as the Visual Impairment Team and the Hearing Impairment Team.

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 pupils, parents, staff and governors of the school.

2. The School Building

The school building is two storey with a single lift to enable full access for all. This is serviced and maintained as per the manufacture's guidelines. The school has two disabled parking bays in the main car park. The main reception door has a press button at wheelchair height for access and exit.

3. 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.

4. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Safeguarding

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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve changing facilities (toileting) for pupils in need of such.	A changing bed is located in the accessibility toilet which is used for children who need to be changed.	To explore the possibility of purchasing a rise and fall bed to better support this process.	Admin to make enquiries regarding purchase of a used rise and fall bed.	Nathan Kirby	April 25	Rise and fall bed will be located in the accessibility toilet.
Improve changing facilities for pupils in KS2.	Boys and girls change into PE in separate classrooms across the year group with blinds drawn.	Enable privacy of pupils.	Pupils to attend school in their PE kit on the days they have PE.	SLT	Oct 24	Pupil will be need to get changed in front of others.
Ensure pupils with SEND have access to appropriate technology.	Ipad/lap tops made available to pupils identified as need as such.	To ensure pupils with specific learning difficulties e.g dyslexia have access to reading materials suited to their needs.	Enquire what the cost is to purchases Kindles, reading pens etc.	Inclusion Manager	April 25	All SEND pupils will have either an ipad/lap top at their disposal.
SENCo to make use of the local offer to keep up to date with SEND developments.	SENCo up-to-date with current offer but due to constant changes this needs regularly reviewing.	To ensure local offers are implemented.	Liaise with the Local Authority for guidance and updates.	Inclusion Manager	Ongoing	School is fully informed of SEND developments.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storeys	Upgrading of older building areas, particularly with doorways, to ensure accessibility for those with mobility difficulties	Inclusion Manager Site Manager	2024
Corridor access	Wide access in new build	Upgrading of older building areas, particularly with doorways, to ensure accessibility for those with mobility difficulties	Inclusion Manager Site Manager	2024
Lifts	Single lift in the middle of the school area	Ensure lift is maintained	Site Manager Outside Contractor	2024
Parking bays	Two parking bays	Ensure that the parking bays are only used by those with disabilities.	Inclusion Manager Site Manager	Ongoing
Entrances	Front door has a press button at wheelchair height for access and exit	Develop a greater range of independent accessibility into and out of school.	Inclusion Manager Site Manager	2024
Internal signage	Emergency signage includes braille	Visual cue for emergency (such as fire) for hearing impaired pupils/adults	Inclusion Manager Site Manager	Autumn 2024