



## Accessibility

### Statutory / Non Statutory

Date of Policy being reviewed:	2021
Date of review:	February 2023
Reviewed by:	Aoife Greaves
Approved by Governors:	Yes
Date:	8 <sup>th</sup> March 2023
Next review due:	February 2026

Signed: N Street

Date: 8th March 2023

## Contents

1. Intent	1
2. Legislation and guidance	1
3. Action plan	3
4. Monitoring arrangements	4
5. Links with other policies	4

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### 1. Statement of intent

Hockliffe Lower School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEN and Disability have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND. Schools are required under the Equality Act 2010 to have an accessibility Plan.

Through successful implementation of this policy, the school aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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, 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

2023 – 2026

Issue What? Who? When?	Outcome criteria	Review autumn 2024, autumn 2025, autumn 2026
<p>Short term</p> <p>What? Become an asthma friendly school</p> <p>Who? Member of Office staff &amp; LSA</p> <p>When? February 2023</p>	<p>Member of office staff and LSA will attend training.</p> <p>Member of office staff and LSA will feed back to staff.</p> <p>Certificate will be awarded.</p>	
<p>Medium Term</p> <p>What? Support pupils to be more independent and adapt to ongoing needs</p> <p>Who? SENDCo, Class teachers, Headteacher</p> <p>When? Summer 2023 Autumn 2023</p>	<p>Review support with pupils and parents (parents evening and review meetings)</p> <p>Review barriers to learning in class for individuals and actions put in place e.g. staff CPD, purchasing resources.</p>	
<p>Medium Term</p> <p>What? Ensure that communication is available for all pupils in the appropriate format</p> <p>Who? SENDCo, Staff &amp; Headteacher</p> <p>When? as required</p>	<p>Pupils will access information in school in a format that is accessible to them.</p>	
<p>Long Term</p> <p>What? Increase access to the curriculum for pupils with a disability</p> <p>Who? Headteacher &amp; subject leads</p> <p>When? 2023 – 2025</p>	<p>Curriculum to be reviewed on a regular basis.</p> <p>Teachers plan lessons based upon the needs of the individuals in their class.</p> <p>Adaptations to be made in order to make the curriculum accessible to all.</p> <p>Curriculum to include information on MTPs about</p>	

	<p>how lessons are adapted to suit the needs of all.</p> <p>Resources are tailored to the needs of pupils who require support to access the curriculum.</p>	
<p>Long Term</p> <p>What? Improve and maintain access to the physical environment</p> <p>Who? Headteacher &amp; Site Agent</p> <p>When? 2023 – 2026</p>	<p>Ramps will be maintained.</p> <p>Corridors will be kept clear of obstacles.</p> <p>Disabled parking bay will be marked.</p> <p>Disabled toilets and changing facilities maintained.</p> <p>Library shelves at wheelchair-accessible height.</p> <p>Health and safety markings will be clear.</p> <p>Adjustments will be carried out as required.</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 reviewed by the Headteacher.

It will be approved by the Governing Body.

#### 5. Links with other policies

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

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy