



# Accessibility Plan 2024

<b>Approved by:</b>	Governors	<b>Date:</b>	January 2024
<b>Last reviewed in:</b>	January 2024		
<b>Next review due by:</b>	January 2027		

## 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

Eling Infant School and Nursery Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

At Eling Infant School and Nursery we believe that all children should have equal access to the curriculum and the environment and we will do whatever is necessary to ensure that this happens.

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, this procedure sets out the process for raising these concerns.

The Accessibility Plan is structured to complement and support the school's Equality objectives, and will similarly be published on the school website.

## 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.

The Accessibility Plan contains actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs and schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve 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 timeframe.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<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>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Additional staff to meet					

	<p>individual needs</p> <p>School works with outside professionals to support pupils in school</p>					
<p>Improve and maintain access to the physical environment</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>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>					
<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>• Large print resources</li> <li>• Makaton</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>					

#### **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 at full Governing Body Meetings

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

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

- Health and Safety policy
- Fire Safety procedures and PEEPs
- Single Equality Statement and information and objectives
- Special Educational needs (SEN) information report
- Special Educational Needs Policy
- Anti-bullying and Behaviour Policy
- Curriculum Policy
- Evacuation Plan
- 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	The school is only one storey. All doors where possible are accessed by a ramp – with the exception of the library door which is not a fire exit	-----		
Corridor access	There are no corridors in the main building. The school hall acts as a corridor and there is ease of access	-----		
Lifts	-----	-----		
Parking bays	There is one disabled parking bay which is closest to the school and has easy access either side for entry and exit into vehicles	-----		
Entrances	All entrances with the exception of the library entrance are fully accessible.	-----		
Ramps	There is ramp access for all main doors	-----		
Toilets	There is a disabled toilet with a serviced host. Both of	-----		

	the building have easy access toilets.			
Reception area	This are is accessible by ramps and has ease of access. The height of the reception desk has been reduced in the recent office refurbishment	-----		
Emergency escape routes	All classroom doors and the main front and back doors are all emergency exits and they have ramp access	-----		