

Accessibility Policy and Plan



Period Covered: 2020-2023

Next Review Date: Sept 2023

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.

Exeter a learning community is proud to be an inclusive school. We work hard to ensure that all pupils are able to participate fully in school life through making reasonable adaptations as required.

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.

We have included a range of stakeholders in the development of this accessibility plan, including parents and pupils.

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	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Exeter offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Staff are aware of a range of quality first teaching strategies that can be used to support pupils with additional needs.</i></p> <p><i>Use of visuals and symbols to support communication and understanding</i></p> <p><i>Staff training to support understanding for HI pupils from the Teacher of the Deaf or VI Pupils from VI Teacher.</i></p>	<p>Ensure that the curriculum and other aspects of school life e.g. assemblies, proportionately represent pupils with additional needs.</p> <p>To improve the assessment processes for pupils with additional needs.</p>	<p><i>Curriculum resources & books include examples of people with disabilities.</i></p> <p><i>Assessment tools to be implemented to ensure that the progress of pupils with additional needs is finely tracked and monitored (B Squared, Boxall).</i></p> <p>Finely tracked assessment will contribute to appropriate targets and</p>	<p>All staff</p> <p>SENCO to lead</p> <p>SENCO to lead</p>	<p>Dec 2022</p> <p>Dec 2020</p> <p>April 2020</p>	<p>The curriculum will be representative of pupils with disabilities – this needs to be developed further through curriculum delivery and assemblies focusing on the protected characteristics.</p> <p>Assessments will be accurate and demonstrate progress.</p> <p>Targets and planning will be aspirational</p>

	<p><i>SEN provisions established to improve curriculum access.</i></p> <p><i>Sensory spaces exist within KS1 building to support pupils with sensory needs</i></p>		<p>finely tuned planning being set for pupils with additional needs.</p> <p>Develop sensory provision in KS2.</p> <p>Staff training on use of sensory circuits to support emotional regulation and SEN need.</p>			<p>and appropriate to the child's needs.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Hi-viz markings as required to support pupils' with visual impairments</i> • <i>Hand-rails implemented where required to support toilet access</i> 	<p>To continue to adapt the environment for pupils as they move through the school.</p>	<p>Access through ramps, appropriate classroom and hi-viz markings to be implemented as appropriate.</p> <p>Changing area to be developed with KS1.</p>	<p>SENCO and site supervisor.</p>	<p>Annually</p>	<p>Pupils with additional needs will have the appropriate adaptations made so that they are able to access their environment.</p> <p>Ongoing – environment should be adapted for VI pupils on annually.</p> <p>Classrooms chosen and adapted for pupil's with physical needs e.g.</p>

	<ul style="list-style-type: none"> <i>Sensory spaces exist within KS1 building to support pupils with sensory needs</i> 					<p>implementation of ramp e.g. to access classroom corridor</p> <p>Changing area to be developed for pupils who need to have nappies changed within school.</p>
		To develop sensory provisions in school to support the emotional regulation of pupils, leading to increased curriculum access.	Develop a sensory space within the KS2 building.	SENCO and Deputy SENCO	July 2023	A sensory space will be developed to support pupils' sensory and regulation needs.
			Staff training on sensory needs.	SENCO and Deputy SENCO	April 2023	Staff will be confident at implementing provision for sensory needs.
		To implement the Zones of Regulation across the school to provide consistent language and approaches to support regulation across the school, leading to improved curriculum access.	Implementation of the Zones of Regulation.	SENCO and Deputy SENCO	Dec 2022	Zones of regulation will be used consistently across the school by staff and pupils.

Improve the delivery of information to pupils with a disability	<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"> • <i>Training for staff on how to support HI and VI pupils</i> • <i>Pictorial or symbolic representations – communication in print timetable used</i> • <i>Use of visuals throughout the curriculum to support understanding</i> • <i>Coloured books and paper in place</i> 	To ensure that the curriculum is delivered in a way that is accessible to all pupils.	<p>Staff training to be implemented for VI and HI pupils are required.</p> <p>Visuals to be used as part of school signage.</p> <p>Consistent visual structures to be implemented e.g. task list or now and next.</p>	SENCO Class teachers	<p>As required</p> <p>Dec 2020</p> <p>July 2023</p>	<p>Ongoing</p> <p>Part of SEN strategy for 2022-23</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary dependant on new pupils, changing need or issues that arise on site.

It will be approved by the Governing Body.

5. Links with other policies

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

- 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	Key Stage 1 – one storey but stairs in place leading to the hall. Key Stage 2 – two storeys. Toilets are downstairs.	Classrooms to be allocated on the lower floor as required for pupils with disabilities.	SLT/SENCO	Annually
Corridor access	Corridors are wide.	No further action.		
Lifts	Chair lift in place within KS1 to ensure access to the KS1 hall.	Ensure the chair lift is maintained.	Site supervisor.	Annually.
Parking bays	In place within the school car park.	No further action.		
Entrances	Provides wheelchair access. Surfaces are flat and doors entrances are wide.	No further action.		

Ramps	Ramps in place alongside step access from the playground to KS1 hall. Ramp in place by the back playground to ensure access from the back gate entrance. Ramps fitted to quad to support wheelchair access where surface was uneven.			
Toilets	Disabled toilets in place (2x with KS1) and (1x in KS2). Available for visitors and pupils. Additional handrails added to pupil toilets to support access.	Additional handrails to be added to the pupil toilets as required.	Site Supervisor	Annually
Reception area	Large reception area. Wheelchair access. Main reception window is at wheelchair height.	Consider hearing loop within the main reception.	Site Supervisor	Dec 2022
Internal signage	Lack of visual signage across the school.	Communication trust visuals to be implemented as required.	SENCO	Dec 2020
Emergency escape routes	Clearly sign posted and accessible. PEEPS in place for pupils as required.	No further action.		

