

# Accessibility Plan

## Southover CE Primary School

### 2023 - 2026



#### 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.

Southover School believes that all children are entitled to a broad and balanced curriculum. We are committed to ensuring we do all we can to enable all children to access this broad and balanced curriculum and all that we have to offer to ensure children thrive at our school. It is recognised that some children need additional support to access learning. This may be because of a special educational need or disability or life experiences that have an impact on development.

We always work in partnership with parents and carers and, where necessary, seek support and advice from specialists outside school.

The plan is available 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.

Southover CE Primary School is a Local Authority maintained school and has access to the county systems to develop and implement this plan, for example, the ESCC School Improvement team and the ISEND team. Other local networks are - the NHS Kent and East Sussex Trust, Sussex Partnership NHS Trust, ESCC Social Services.

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.

**Aim:** Increase access to the curriculum for pupils with a disability

#### Current good practice

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.

<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>
Deliver a broad and balanced curriculum to all pupils	Impact of intervention to be monitored for effectiveness.	AHT	Ongoing	All pupils access broad and balanced curriculum
To ensure all children with a disability or additional needs make expected progress	Lesson plans identify individual's needs and targets where necessary.	All teachers & monitored by SLT	Ongoing	Teaching caters for all learners -
The curriculum is reviewed to ensure it meets the needs of all pupils.	Curriculum Leads to ensure examples of people with a broad range of cultural background and disability are included in curriculum plans	Curriculum leads/monitored by SLT	At least annually	All learners are reflected in learning material

	Targets set in pupil progress meetings for children with additional needs	AHT	3 times a year	Children with additional needs make good progress.
		SBM	Ongoing	Health Care plans reflect advice from medical professionals to enable pupils to access learning.

**Aim:** Improve and maintain access to the physical environment

### Current good practice

Southover is an old building and as such has some accessibility issues that we are endeavouring to make better.

Main building corridor width and that in the gym block

Disabled parking bays

Disabled toilet

Classrooms have blinds or curtains to control glare if a problem

Contrast strips on staircases

We make the necessary amendments for a child joining the school.

The school is aware of the access needs of disabled children in school.

Install a changing area in the disabled toilet in main building or gym block toilet.	Install a changing area in disabled toilet.	HT/DH/AH	If needed	Pupils can be changed when appropriate
Consider how to make the gym block more accessible to a wheel chair user.	Investigate ramps and lifts.	HT/DH/AH	End of 2023	

Create access plans for the child on entry.	Meet with parents before the child starts to ensure all reasonable measures are put in place.	HT/AHT/SBM	as appropriate	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
All staff and governors are aware of the access issues	Share accessibility plan with staff and governors	ZS		All staff are aware of accessibility issues in school.
Ensure steps have contrast colouring for visual impairment.	Use contrast colouring for external steps	ZS	April 23	People can move safely around the school.
Outside: pathways and edges clearly defined	Consider paint or tactile edging	ZF		
Access to swimming pool for wheelchair users	Investigate the cost of swimming pool disabled access if a child attends	SBM/HT	When applicable	A wheelchair user can use swimming pool.
Access to school when gates are closed	Signage at entrance points with school phone number at wheelchair level due to intercom being too high	HT/SBM	ASAP	A wheelchair user can gain access to school

**Aim:** Improve the delivery of information to pupils, parents/carers and visitors to the school with a disability or EAL

## Current good practice

Our school uses the following to ensure information is accessible:

Internal signage

Pictorial or symbolic representations

Google translate

<p>Increase the pictorial/symbolic signage around school.</p> <p>Include braille and/or induction loops in any new developments (entry system updated to allow independent access for hearing impaired)</p>	<p>Audit where new pictorial signs should be and create</p> <p>Complete assessment of support for pupils with visual impairment/hearing impairment for internal and external environments as part of any site development</p>	<p>HT/AHT/SBM</p> <p>HT/SBM</p>	<p>July 2023</p> <p>As required</p>	<p>Southover delivers information effectively for pupils with a disability</p>
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## **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 board

## **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 and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions pol

