The Key — Model policy

Make this policy your own!

1. Insert your school name and logo where indicated on the next page

2. Read through the document and make changes as instructed in […] or *orange*. Delete the instructions as you go. ***Note:*** *you don't need to edit the contents list directly (see step 4)*

3. When you have finalised your document, make a note of step 4 below and then delete this cover page. (Right-click on the teal border above this text and select 'Cut')

4. Refresh the contents list so that the page numbers are correct. (Right-click anywhere on the contents list, click on 'Update field', then select 'Update entire table' and 'OK')

5. Save the document as normal

Important:

All our policies take account of relevant requirements and good practice but are designed for you to adapt to suit your context.

Academies, including free schools: please ensure, where applicable, that your adapted policy meets any relevant conditions in your funding agreement/articles of association, as these can vary.

To keep things simple we use the term **'school'*** as standard to mean the educational establishment that is adopting this policy.

Similarly, we use **'governing board'** and **'governor'*** to mean the accountable body for the school and the representatives on that body.

You are welcome to change these references to suit your context. In all cases you should ensure that roles and responsibilities meet requirements.

*Except in policies that apply only to academies, for example, or when explaining requirements for specific school types

Approved by **forbessolicitors.**

Approved by:	Governing Body	**Date:** December 2017
Last reviewed on:	[Date]	
Next review due by:	November 2020	

Contents

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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.** By expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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, leisure and cultural activities or 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 the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.** This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- **Improve the availability of accessible 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

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 Springwood Heath Primary School we believe an entitlement to learning must be an entitlement for all pupils.
Every child should have access to an appropriate education, which ensures that they have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be.
We pride ourselves on being unique and inclusive where everybody is made to feel very welcome, fully included and has equality of opportunity regardless of background or ability. We celebrate diversity.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

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.

Vision and Values

Our school fully supports the vision of Liverpool City Council's Schools Accessibility Strategy.

'Liverpool fully endorses the 'social model' of disability, which proposes that it is society which dictates who is excluded- not the nature of the disability itself. The model recognises that removing barriers is as much about encouraging positive attitudes and behaviour traits as it is about removing physical barriers'

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Liverpool Inclusion definition that says:

'A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010)

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 Governors, staff, parents, School Council, Speech & Language Therapist 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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Persons responsible	Date to complete actions by	Success criteria
Maintain access to the curriculum for pupils with a disability	1. To continue with termly Planning for Progress meetings ensuring pupil voice is recorded	Pupil Voice questionnaires to be completed termly by pupils with support from SEND team	To ensure all outcomes from Planning for Progress meetings are implemented in each classroom			Personalised Planning meets the needs of all SEND children and contributes to their progress. Parents and pupils feel their views are valued
	2. Recommendations for alternative methods for the recording of work are implemented in each class	Teachers to complete Termly Planning for Progress forms Parents questionnaires to be completed prior to their attendance to meetings. Parents to attend and contribute their views at Termly Planning for Progress meetings				Evidence of Alternative methods of recording used and pupils are meeting their writing targets
	3. To provide Blank Level Training for all support staff	Rebecca Wainwright SLT to deliver Blank Level training on a rolling program	Blank Level training delivered to all support staff Monitoring by Phase leaders and SEN team		Ongoing	All staff feel more confident in using Blank Levels in their classrooms

	Our school offers a differentiated curriculum for all pupils.		Subject Coordinators to audit curriculum to ensure it meets National Curriculum expectations and is differentiated, personalised and meets the need of every single pupil.			
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Children use specific computer software and equipment to support the recording of their work	Software and equipment regularly updated and maintained			
	Curriculum resources include examples of people with disabilities.					
	Curriculum progress is tracked for all pupils, including those with a disability. Including use of P Levels.	Use of CASPA & PIVATS to monitor pupils progress and provide data.				
	Targets are set effectively and are appropriate for pupils with additional needs.	Children are fully involved when setting targets through the use of pupil voice for pupil progress meetings.		J Pendleton S Leslie		
	The curriculum is reviewed to ensure it meets the needs of all pupils.					
	Manual Handling Plans are reviewed annually or as required	Ensure all staff attend a full days training in Safer Manual Handling of children trained	Staff to receive refresher training every 18 months to keep skill levels up			
		Enhanced profiles containing important information about the				

		child`s medical needs are kept within the classroom / or on the child`s wheelchair.			
	Enhanced children profiles are regularly reviewed		Enhanced profiles are updated either yearly or if the medical needs / condition changes.	J Pendleton	
	Regular Fire Practice	Ensuring safe evacuation of all children			
Improve and maintain access to the physical environment	*The environment is built to the needs of pupils and staff as required.* *This includes:* • *All entrances to classrooms, playground, car park and school buildings are fully wheelchair accessible* • *Lift to staffroom and conference room* • *All classrooms fitted with hoists* • *Wide corridors*		Review needed on the lip when pushing equipment between changing floor surfaces Fire Evacuation procedure to be displayed in lift		December 2017	

	- *Disabled parking bays* - *Disabled toilets and changing facilities* - *Swimming pool fully accessible for disabled children and adults* - *All areas of school are fully accessible for wheelchairs users* - *Update new visual symbols policy* - *All educational visits to be accessible to all pupils* - To install tracking within the main body of the Foundation Stage classroom	Development guidance on making sure trips are fully accessible and each venue vetted Install overhead tracking	Review needed on the lip when pushing equipment between changing floor surfaces All locations are appropriately signed - new signs on non-white background secured in frames 2 members of staff do not need to leave class in order to transfer children.		December 2017	Children and staff do not need to be out of class to complete transfers to and from pieces of equipment.
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* - *Internal signage*					

	• *Large print resources* • *Braille* • *Pictorial or symbolic representations* • *Visual timetables* • *Augmentative Assistive Communication Aids* • *Dyslexic friendly resources* • *Translation tool to be added to website to allow multilingual access*	Buff paper to be available in children`s work books and for work sheets.			Ongoing January 17	
Provision of information	• School websites/ prospectus • School letters for information • Assessment letters e.g. Educational Psychologist	Research, procure and develop a new website. Offer telephone calls to explain letters home for any parents who might need this Parent/Carers are offered support to understand their child's assessments.	Website will allow visitors, parents and carers to access texts in a range of languages	Head Teacher Office staff SEND Team	February 18 Ongoing	Enable parents/ carers to make a better informed choice for their child. All Parents/ carers to be kept up to date with information regarding school life and their child's assessments and progress.

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

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 policy

List any other linked policies that the school has here.

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				