Darite Primary Academy
Accessibility Plan
December 2018

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.

Our values reflect our absolute commitment to providing a school environment where there are high expectations for all and where we can develop and celebrate pupil outcomes regardless of their starting point. Our school motto is, 'Creating Lifelong Learners' and we pride ourselves on our supportive and inclusive ethos; our team of staff work incredibly hard with care and trust to ensure that every child achieves the highest standards possible during their time with us and where they feel valued. Everyone in our school is important to us, everyone is visible and we embrace everyone's uniqueness, abilities and successes. Our school sits in wonderful surroundings on Bodmin Moor in the village of Darite and the environment in which we live plays a large role in our aim to deliver a happy and vibrant school that provides a wealth of opportunities for children to create, explore, invent and extend their learning. We are committed to providing the highest standard of teaching and learning and we achieve this through a rich and broad connected curriculum that provides a combination of challenge, support, encouragement and praise to ensure that all pupils fulfil their potential. We are a safe school and one that is committed to nurturing self-esteem and confidence through our safe environment. Achievement, progress and a 'can do' attitude are at the heart of our philosophy; we develop this by nurturing pupils' creativity, to grow independent learners who understand that mistakes can be a learning opportunity.

The plan will be made available online on the school website with paper copies 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 Local Governing Body in partnership with the Trustees are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The School supports any available partnerships to develop and implement the plan. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

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, pupils, staff and governors when appropriate.

2. Objectives

Darite Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The School recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the School within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, 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 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 time frame.

The Darite Primary Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the School will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school will be identified by:

- The Governing Body
- Head Teacher
- SENDCo
- Site Manager

3. 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.

This policy complies with our funding agreement and articles of association.

4. Action Plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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 the 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.

Provision of a robust and highly regarded Connected Curriculum.

The curriculum meets the needs of all pupils. | All pupils receive a rich and broad curriculum that provides diversity and equality and meets the neds of all learners. Clear and well defined interventions improve the progress and attainment of all learners.

Classrooms are organised to promote the participation of and independence for all pupils where applicable. SEND pupils have access to appropriately designed technology to allow for alternative means to record their learning where appropriate. Staff training to support SEND pupils – with a focus on key areas of need within the School SLCN, SPLD, ASD, Dyspraxia. Check that resources celebrate diversity whenever possible. | SLT to monitor and review the new Connected Curriculum and focus on provision for SEND pupils and differentiation for same.
SENDCo/Asst Head to audit interventions and their success/impact and benchmark with MAT schools.

SENDCo to undertake an audit of resources and quality first teaching to ensure that lessons are planned to meet the needs of all pupils in the class.

Update and introduce new technology where relevant and urgently of a specific need arises.

SENDCo and external providers where required.

SENDCo and staff via staff meeting time. | SLT

SENDCo and Asst Head

SENDCo and Head

SENDCo and IT Co-ordinator

SENDCo and Head

SENDCo and teachers | ½ termly with full review report in the summer term

½ termly

Spring 1

When required

Ongoing

Spring 1 | New curriculum shows evidence of improved outcomes for pupils compared to previous curriculum offer.
More interventions taking place in classrooms and increased evidence of progress and attainment.
Areas with specific reference for teachers have been identified and corrected.

All technology needs are met for all pupils at all times.

More staff have increased understanding of specific areas of need and there is growing evidence of sharing good practice.
Resources demonstrate consideration of diversity and equality. |

Improve and maintain access to the physical environment	The environment is adapted to the needs of the pupils as required. This includes: • Ramps • Corridor widths • Disabled parking bays • Accessible toilets and changing facilities • Library shelves at wheelchair accessible heights • Ease of access to all areas of the school without exception	Ensure that corridors are left unobstructed and tidy at all times. Wheelchair access is provided to all areas of the school. Monitor access to the buildings for all pupils, staff and visitors.	Annual review of main areas to be considered with regular daily monitoring to ensure that corridors, etc are clear and safe for all users.	Site Manager, Trust Premises Managers, Head	Ongoing	Site is safe and accessible to all users
Improve the delivery of information to pupils with a disability	Our School will use a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Pictorial or symbolic representations • Consideration of where resources are sited for access and visibility					

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed immediately if a pupil or adult joins us with specific needs and where new adaptations are necessary to support full access to the curriculum, resources and buildings.

It will be approved by the Local Governing Body representatives for Health and Safety and SEND.

6. 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

Appendix 1: Accessibility Audit

Main School building -

Feature	Description	Actions to be undertaken	Person responsible	Date to complete actions by
Number of storeys	1			
Parking bays	Sufficient parking available for this building.	Land available and marked for disabled parking bay.	Trust premises managers	Complete
Access from boundary	Building accessed via 3No boundary gates from footpath adjacent unclassified road. 2No stepped access and 1No steeply ramped.	Consider communication methods between boundary gates adjacent to road and reception office.	Head	On going
Access doors	3 No entrance doors. Main access door has a level access threshold from level path. Both others include low thresholds with stepped access.	Maintain highlighting to edges of all steps.	Site manager	On going
Corridor access	1 main corridor from main door to reception office. Level and direct access to pupil and staff toilets. Main classrooms are level access internally with external areas accessed either on the level or via steps.	Ensure floor coverings are in good, usable condition and all access areas are clear and accessible at all times.	Site manager and all staff	On going
Toilets	Pupil toilets are either immediately accessible from classrooms or adjacent corridor. Staff toilet is accessed off the main corridor.	Toilets are to be reviewed and refurbished as time and finances allow.	Trust premises managers and site manager	Financial availability
Reception area	Reception has good wide access for all users. No hearing loop available.	Ensure clear, clean and tidy with clear visibility for all. Receptionist is to ensure any visually impaired persons are accompanied when on site. Consider installing a hearing loop.	School administrator and all staff	On going
Internal signage	All relevant signs are in place.	Ensure better siting of some signs to avoid confusion.	Site manager	Sept 19
Contrasting fittings	No colour contrast for fittings.	Contrasting colours to be implemented when redecorating areas.	Site manager and Trust premises managers	On going

Emergency escape routes	All areas have easy access to escape routes and final exit doors.	Ensure that all escape routes are maintained clear at all times.	Site manager and all staff	On going