



St Ann's Primary School

Accessibility Plan Policy
To Be Reviewed September 2022

Introduction

The Special Educational Needs and Disability Act 2001 (SENDA) required schools to produce Accessibility Plans every three years. This duty is now replicated in the Equality Act 2010, with new accessibility plans being required, in line with the regulatory framework for a three year period, April 2012- March 2015. An accessibility plan is required to contain strategies for:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The strategies should contain short, medium and long term targets over the life of the plan. Schools are not required to make physical alterations to the fabric of the building in order to meet the needs of disabled pupils. However, they are required to take reasonable steps to address physical features where they affect disabled members of the public who use the school premises.

It is recognised that there may be problems with implementing plans, thus schools are required to take **reasonable** steps. It is important that schools are able to demonstrate a clear process of decision making. It is recommended that schools consult with stakeholders in the planning process with discussions of issues and options being recorded with clear and detailed reasons for decisions so that if there is a later challenge relating to a failure to make reasonable adjustments or a disability discrimination claim the school can demonstrate "reasonableness" with a clear paper trail. Schools may wish to consider the following when deciding what should be included in their accessibility plans:-

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities
- are there realistic expectations of all pupils?
- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?
- can pupils who use wheelchairs move around the buildings and site without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the site and parking arrangements safe, routes logical and well signed?

The accessibility plan must be made publically available and kept under review. It is recommended that the governing body reproduces the accessibility plan in its annual report to parents. As a minimum the annual report must include an explanation as to the admission arrangements for disabled pupils and how it will ensure that they are treated fairly

Signed by:

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Headteacher Date:

16th September 2021