

Accessibility Plan

Austwick CofE School



Approved by: Governors

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Last reviewed on: 08.01.26 by SENDCo Alison McGregor

Next review due by: 08.01.29 (review every 3 years)

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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
- 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.

We provide an inclusive learning environment where all children, including children with SEND are treated equally and have access to the full range of opportunities that we provide. For some activities, children are grouped according to ability but we also ensure that pupils are provided with the opportunity to work with children of all abilities within their class throughout the year. Teachers differentiate learning to meet a variety of different needs and children are encouraged to reflect upon their own progress and are fully involved in the process of selecting learning that matches their own learning needs. Our approach is to tailor learning opportunities so that they are accessible to all the children through effective planning and differentiation of lessons. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels. The high expectations and aspirations that we have for all children in the school are extended to children with SEND. Children with SEND are fully included in activities throughout the school day. If necessary, we provide additional support to enable this to happen, for example 'meet and greets' in the morning, additional support at playtimes or lunchtimes or for extra-curricular activities, including school trips.

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.

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 pupils, parents, staff and governors of the school.

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 <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>To continue to train support staff to enable them to meet the needs of children with a range of SEN.</p>	<p>To make sure lessons are differentiated effectively.</p> <p>To have bespoke resources for those children who need them.</p> <p>To have relevant effective tracking for SEN pupils.</p> <p>To maintain current good practice off effective target setting.</p> <p>To always make sure that the curriculum meets the needs of all pupils.</p> <p>TAs are able to enable all children to access the curriculum.</p>	<p>To monitor the use of tailored resources for SEND children.</p> <p>To effectively track progress of SEND children.</p> <p>To monitor effective target setting.</p> <p>To annually review that our curriculum meets the needs of all children.</p> <p>SENCo to review the needs of children and provide training for TAs</p>	<p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p>	<p>2029</p> <p>2029</p> <p>2029</p> <p>2029</p> <p>2029</p>	<p>That we offer a broad and balanced curriculum to all children no matter what their learning needs are.</p>

	To ensure that all children are able to access all out-of school activities, for example, clubs, trips, residential visits etc.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Review out of school provision to ensure compliance with legislation, as needed.	SENCo	2029	
Improve and maintain access to the physical environment	<p>Explain your school's approach here. Example:</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Library shelves at wheelchair-accessible height • To ensure that all areas of the school grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. 	<p>To make sure we maintain these areas of school and keep them in working order and always accessible to those who need them.</p> <p>To find out if it's possible to make the school field accessible to all.</p>	<p>To annually check that all these areas of school are in working order and being primarily used by those that need them, such as the disabled parking bays for those that have a blue badge.</p> <p>Would we need to put in a path on the field to make it more accessible.</p>	SENCo	2029	<p>All area are still in good working order and those that need these areas are directly impacting from using them.</p> <p>School field is now accessible to all when the ground is wet.</p>
	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage 	<p>That children that need to access these resources can and that they are benefiting from them.</p>	<p>Through learning walks and audits to make sure that these methods are being implemented in the classroom.</p>	SENCo	2029	<p>That our school is an inclusive school and promotes the use of alternative</p>

<p>disability and parents.</p>	<ul style="list-style-type: none"> • Large print resources • Use of Makaton • Pictorial or symbolic representations • Visual timetable <p>To ensure that all parents and other members of the school community can access information.</p>	<p>Written information will be provided in alternative formats as necessary.</p>	<p>Written information will be provided in alternative formats as necessary.</p>			<p>communication methods.</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 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 Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

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.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	It is a one storey building			
Corridor access	There is one main corridor			
Lifts	n/a			
Parking bays	The school does not have a carpark and therefore the ability to offer disabled parking.			
Entrances	<p>There is one main entrance at the front of the building to the reception area.</p> <p>Children and parents access classrooms from the school playground at the back of the school building that has access via pathways and locked gates. The gates are unlocked at the start and end of the school day.</p>			

	Teachers enter the building through the door at the front of the building next to reception.			
Ramps	There are no fixed or built in ramps at this moment in time.			
Toilets	There is a staff toilet that has more space. There are small toilets in the EYFS area and there are boys and girls' toilets off the corridor.			
Reception area	Reception area is easily accessible at the front of the building and has the main door just outside.			
Internal signage	All doors are labeled clearly.			
Emergency escape routes	Each classroom has two doors one straight to the outside of the building and the EYFS outdoor provision area. There are exits at either end of the building via manual doors. There are two exits in the reception area one to the front of school one onto the playground at the back of school past the staff room.			

Forest school area	This combines the wooded space at the back of the school playing field.	The ground can get very muddy at certain times of year and we should think about how we can make sure that we can keep Forest Schools accessible for all children. Can we make the pathways better and more sustainable.		
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