

# Accessibility plan



<b>Approved by:</b>	Safeguarding, Premises & Health & Safety Committee	<b>Date:</b> June 2021
<b>Last reviewed on:</b>	June 2021 by Safeguarding, Premises & H&S Cttee	
<b>Next review due by:</b>	June 2024	

# Contents

1. Aims .....	2
2. Guiding Principles .....	2
3. Legislation and guidance .....	4
4. Action Plan .....	5
5. Monitoring arrangements .....	8
. Links with other policies .....	8

---

## 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.

## 2. Guiding Principles

The governors recognise their responsibilities and legal obligations under Equality legislation and are fully committed to ensuring equality at Akaal Primary School. In fulfilling our legal obligations, we are guided by the following principles:

### Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value whatever their:

- Ability or disability
- Ethnicity, culture, national origin or national status
- Gender or gender identity
- Religious or non-religious affiliation or faith background
- Sexual orientation
- Age

The legislation refers to these as *protected characteristics*. Schools are exempt from applying age equality principles.

### Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities will not discriminate but will be sensitive to differences of life-experience, outlook and background. We will make reasonable adjustments to help people overcome any barriers or disadvantage they may face, in relation to protected characteristics.

### Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

#### **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures benefit all employees and potential employees (for example in recruitment, promotion and continuing professional development) regardless of protected characteristics and with full respect for legal rights relating to pregnancy and maternity.

#### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist for people with protected characteristics.

#### **Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We ensure that the views of those with protected characteristics are taken into account.

#### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of those with protected characteristics.

#### **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to groups with protected characteristics.

#### **Principle 9: Objectives**

We formulate and publish specific and measurable objectives in relation to equality issues based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 6).

***We recognise that the actions resulting from a policy statement such as this are what make a difference.***

Accordingly, every three years, we draw up an action plan (within the School Improvement Plan and using information from our monitoring programme) setting out the specific equality objectives we shall pursue.

The objectives which we identify will take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

### **Akaal Primary School Equality Objectives 2020 – 2023**

Having reviewed current data and feedback, governors have agreed to work towards the following Equality Objectives over the next three years:

- To ensure all children can access remote learning
- To establish an Induction Programme for pupils new to English, to prioritise vocabulary development
- To develop a support system to enable parents with EAL (English as a second language) to access appropriate services

- Implementation of Health and Relationships Education

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.

Derby Schools' Accessibility Strategy is used by the school.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

### 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 for the Akaal Academy Trust.

We are committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure compliance with this.

## 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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Children’s needs are catered for based upon their need, with a curriculum that all children can access.</p> <p>The resources are appropriate for all children.</p> <p>The curriculum resources include examples of people with disabilities, varying ethnicities and genders.</p> <p>Curriculum progress is tracked for all pupils, including children with disabilities, children with special educational needs (SEN) and medical conditions.</p> <p>Targets for those children are appropriate for all pupils, including children with disabilities, SEN, and medical conditions.</p> <p>The curriculum is consistently reviewed so that it matches the needs of all of the students, including those with disabilities, SEN and medical conditions.</p>	<p>On-going review of curriculum for each new class intake.</p>	<p>In Autumn Term, a review of the differential needs of the children.</p>	<p>Foundation Stage Teacher, reporting to the Headteacher.</p>	<p>Annually, during the Autumn Term.</p>	<p>All pupils with a disability are able to access the curriculum.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>A ramp option is available to the reception area. Internal floors are all level, with a lift that leads to the first floor.</p> <p>The corridors are wide and are suitable for multiple wheelchair users. Corridors have motion sensor lighting, and are designed for visually impaired people to be able to differentiate levels and surfaces.</p> <p>There is one life, designed to be used by wheelchair users, with space for additional passengers.</p> <p>Parking bays are clearly marked, with two disabled parking bays.</p> <p>Toilets are available on both floors, with disabled toilets available. The toilets are lit by motion sensor lighting, with an emergency light. There are also handles for movement and a pull chord alarm system.</p> <p>The library's bookshelves are accessible for people in a wheelchair.</p>	<p>The building is compliant with the needs of all learners and future learners.</p> <p>There are no current issues.</p> <p>Consideration is being given to review the car park entrance gates to make them automatic.</p>	<p>Review of the car park entrance gates for the cost to make them automatic, with the option for an intercom.</p> <p>If the above proceeds, external signage to be added to the external gate of the car park.</p>	<p>Facilities Manager and Finance &amp; HR Committee.</p>	<p>2022</p>	<p>More secure premises to the car park and front of school building.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school has a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Corridors have motion sensor lighting, and are designed for visually impaired people to be able to differentiate levels and surfaces.</li> <li>• Signage is in place for hearing aid loops, and disabled toilets are clearly marked.</li> <li>• Refuge station at the top of each set of stairs with a contact point to contact the office via intercom.</li> </ul>	<p>Improve the signage for the reception doors, as they open outwards and are automatic.</p> <p>The lift requires a sign to inform the children not to use it under any circumstances.</p>	<p>Signs to be added to the reception doors displaying how they open.</p> <p>The lift requires a sign to show that children should not use it under any circumstances.</p>	Facilities Manager	30 <sup>th</sup> September 2021	When actions are completed.
Ensure all entrances & exits are compliant with Covid-19 bubble restrictions & equal access for all is maintained	School operates within the terms of its Covid-19 Recovery Plan. Pupils and staff remain within their allocated bubbles. Social distancing is maintained at entrances & within corridors including before/after breaks & lunch.	To ensure risk of transmission of infection is minimised, reducing the knock-on effects from staff & pupils having to self-isolate.	The nominated Health & Safety Governor will include this in her periodic checks during school visits.	Health & Safety Governor	On-going whilst Covid-19 guidelines remain in force.	Checks to be discontinued when Covid-19 guidelines are relaxed.

## 5. 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 Safeguarding, Premises and Health & Safety Committee.

## 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
- SEND policy & Covid-19 addendum
- Supporting pupils with medical conditions policy