



St Philips CE Primary School

Accessibility Plan

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements	5
5. Links with other policies	5
Appendix 1: Accessibility audit.....	6

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.

St Philips has shared values of peace, belief, humility, trust, love, kindness and forgiveness. We aim to provide every child with the highest education regardless of their needs.

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.

***Manchester City Council
Diocese of Manchester***

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, staff, parents and Governors.

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>Monitor termly</p> <p>Currently in place</p> <p>Currently in place</p> <p>Currently in place</p> <p>Interventions & one to one</p> <p>SLT meet regularly</p>	<p>Monitor</p> <p>Monitor</p> <p>Monitor regularly</p> <p>Monitor progress</p> <p>Monitor progress</p> <p>Constantly making Improvements</p>	<p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>SLT</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Regular reviews</p> <p>Termly</p>	
Improve and maintain access to	The environment is adapted to the needs of pupils as required.	All accessible	Review as and when needed judged by pupil	SLT	As and when	

the physical environment	This includes: <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Library shelves at wheelchair-accessible height 		& staff needs.		needed	
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: <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations 	To be reviewed when the needs are required		SLT		

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

Approved by: Chair of Governors – Mr P Geldard

Signature _____

Date _____

Date to be reviewed: Feb/March 2019

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey	N/a		
Corridor access	Double fire door access to all corridors apart from one leading into Nursery.	Investigate other options to access this route.	Headteacher, Business Manager	May 2019
Lifts	N/a			
Parking bays	One disabled parking bay in car park.	None		
Entrances	All entrances accessible by wheelchair.	N/a		
Ramps	No ramps needed as one level.	N/a		
Toilets	Toilets in each classroom for pupils. Staff toilets accessible via Nursery corridor.	Investigate if access is adequate for disabled pupils. Investigate if staff toilets accessible for disabled staff. No disabled toilet available, investigate current need.	Headteacher, Business Manager.	March 2019
Reception area	Doors and corridor for entrance adequate, disabled exit button in	No further actions		

	place.			
Internal signage	All signage in place.	Check all areas have signage.	Headteacher, Business Manager	Jan 2019
Emergency escape routes	All emergency escape routes signed and adequate.	Routine checks required.	Headteacher, Business Manager.	Annually