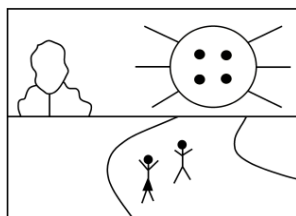


Button Lane Primary School



Accessibility Policy

(Leadership & Management File)

Reviewed by governing body on 21 November 2024	Next Review date November 2026
Signed by Chair of Governors L Dyson	Signed by Headteacher E Roberts
Written By E Ireland	Presented to Full Governing Body

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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.

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.

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.

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	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to 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. The curriculum is reviewed to ensure it meets the needs of all pupils.	Increase the number of disabled parking bays onsite. Training for all staff in relevant access needs	Improve parking facilities in expansion Emma Ireland to source and deliver training relating to needs of particular children.	Emma Roberts Emma Ireland	2018 As required	Disabled parking increase All staff ensure identified children are able to fully access curriculum
Improve and maintain access to	The environment is adapted to the	Resurface some identified poorer areas	Identify areas where there are potential trip	Emma Roberts	2018-19	

the physical environment	needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities	in school Improve paving at fire exits Remove steps behind KS2	hazards Identify areas where there are potential trip hazards Create a ramp	Emma Roberts Emma Roberts	2018 2018	
Improve the delivery of information to pupils with a disability	Explain your school's approach here. Example: Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources where needed • Induction loops • Pictorial or symbolic representations	Reapply to become an ELKLAN communication friendly setting	Emma Ireland to deliver communication counts training to all staff and apply for a re-audit	Emma Ireland	Jan 2018 (for 2 years)	

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 Pupil Support Committee.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Plan which children cannot be in an upstairs room, A class per year group on each floor.		
Corridor access		Kept clear- ramps in KS1		
Lifts	N/A			
Parking bays	2	2 Disabled bays		
Entrances		All accessible- Some ramps, same low level		
Ramps	3	Main parent entrances		
Toilets		1 x disabled toilet in KS2, 1 x disabled toilet in new build, 1 x toilet in Nursery block is wider		
Reception area		Access by ramp		

Internal signage	Signed			
Emergency escape routes		Accessible, Personal evacuation plans		