

James Dixon
Primary



Accessibility Plan

December 2020

Approved by:

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Next review due by: December 2021

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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 purpose of this plan is to show how James Dixon Primary School intends, over time, to increase the accessibility of our school for disabled pupils. James Dixon Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural 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 and works closely with other schools within Swale Academies Trust.

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 staff and the Local Governing Body.

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	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Date to complete actions by	Success criteria
Curriculum					
<p>Increase access to the curriculum for pupils with a disability</p>	<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 review the curriculum</p>	<p>Review of texts to look at deeper messages and themes on equality and rights, Delving into the hidden histories of the world.</p>	<p>2022</p>	<p>Complete review of the creative curriculum.</p>
Physical Environment					
<p>Improve and maintain access to the physical environment</p>	<p>All relevant doors currently have fire exit signs.</p>	<p>Signage which meets current requirements including lighted signage.</p>	<p>External company to provide accurate advice. Confirm a contractor to carry out the work.</p>	<p>2021</p>	<p>Fire signage meets current requirements.</p>

Replacement of internal doors	Some ground floor doors have been replaced.	Replace internal fire doors around the school.	A staged approach to replacing internal fire doors around the school. Tender process for the work to be done. Agree a contractor.	2023	Doors are compliant
Equality & Inclusion					
Improve the delivery of information to parents of pupils with SEND	Parents receive a paper copy of provision maps which are reviewed each seasonal term.	To provide parents of pupils with SEND immediate access to the child's plan and records of progress.	Google Sites used to create access points for teachers and parents.	2021	All SEND pupils have an online portal that is accessible to and used by relevant stakeholders including parents.

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 Local Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

