



Drapers' Maylands  
Primary School

# Accessibility Plan

**Approved by:** Trudy Spillane

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**Next review due by:** 21/5/2020

## 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

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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 believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel, safe, secure, valued and of equal worth.

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.

## 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.

*Academies, including free schools, if applicable add/amend:* This policy complies with our funding agreement and articles of association.

### 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>Maylands Primary 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>					
Improve and maintain access to	The environment is adapted to the needs of pupils.					

<p>the physical environment</p>	<p>This includes:</p> <ul style="list-style-type: none"> <li>• A lift</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Assistive technology as appropriate</li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>					

## **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 Principal of Drapers' Maylands Primary School.

## **5. Links with other policies**

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

- 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
- Equality Policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Ground Floor First Floor			
Corridor access	Wide brightly lit corridors	Ensure corridors are not blocked		
Lifts	1 platform lift	Ensure regular maintenance inspections take place with competent engineer Training on use of lift to be kept up to date for staff members Do not exceed lift weight limits		
Disabled Parking bays	Two in car park	Ensure disabled bay signs are clearly displayed		
Entrances	Through main front door of the school	Entrance to remain clear at all times		
Toilets	2 disabled toilets on ground floor 2 disabled toilets on first floor	Ensure emergency pull cords are not tied up and are tested regularly		

Reception area	<p>Reception area bright with correct lighting</p> <p>Signage displayed at medium level for wheelchair users</p> <p>Low reception desk and signing in system accessible for wheelchair users</p>			
Internal signage	All signage displayed	Possibility of signage in Braille??		
Emergency escape routes	<p>All have double handrails</p> <p>Emergency lighting in place</p> <p>First floor has 2 wheelchair refuge areas with emergency phone.</p>	Ensure emergency phone tested weekly as part of the fire alarm check.		
Communications to Parents	<p>All letters and communications available in large print upon request</p> <p>All communications are sent electronically</p>	Investigate the possibility of school brochures to be available in large print or Braille.		