

# Accessibility plan

## Southfield School



**Approved by:** Full Governing Body

**Date:**

**Last reviewed on:**

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## Contents

1. Aims.....	2
2. Legislation and guidance .....	3
3. Action plan.....	4
4. Monitoring arrangements .....	7
5. Links with other policies .....	7
Appendix 1: Accessibility audit.....	8

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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, staff and governors, families and members of the wider community fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind.

Our school aims are to:-

- Provide all pupils and staff with a safe, calm and happy working environment.
- Focus on pupil progress and achievement through a curriculum that is engaging and motivating.
- Ensure that all pupils have equal access to the curriculum and wider opportunities to enable them to reach their full potential.
- Ensure that all staff are treated fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind.
- Develop the key skills and behaviours needed for, independence, communication, positive learning behaviours, physical and emotional self-regulation, social skills and life skills alongside academic skills.
- Recognise and celebrate the individual strengths and talents of all our pupils.
- Recognise and support the individual needs of all our pupils.
- Develop positive partnerships with parents and other agencies.

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.

This includes seeking and following advice from other stakeholders such as Herts County Council, The National Autistic Society, The local fire service, HI advisory Teachers, Autism Advisory Teachers, Educational Psychologists, Speech and Language Therapists, School Nursing Service, PALMS and others.

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, parents, staff and governors of the school.

## 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.



			<p>school to give all pupils increased access to a broader range of literacy opportunities.</p> <p>Encourage more independent working and recording, both written and spoken through the use of laptops and Clicker 7 software.</p>	<p>coordinator and SLT</p>	<p>Clicker 7 training undertaken by Oct 2018. Use with pupils from Nov 2018</p>	
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Wide corridors</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves and counter tops at wheelchair-accessible height</i></li> <li>• <i>A visually calm environment</i></li> <li>• <i>Access to a Soundfield system</i></li> <li>• <i>Access to low sensory environments</i></li> <li>• <i>Access to refuge areas for pupils experiencing</i></li> </ul>	<p>To ensure that the school remains a safe attractive and appropriate environment which enables pupils to reach their full potential</p>	<p>Annual Audit of the environment using the Autism Environmental Audit to ensure the school is accessible to pupils with ASD.</p> <p>Once permanent planning permission is received increase all weather provision on the school field by providing a cycling/running track</p>	<p>Class Teachers</p> <p>SLT</p>	<p>December 2018</p> <p>Phase 1 by September 2019</p>	<p>Permanent planning permission in place by March 2019.</p> <p>Phased plan for site development first draft in place by May 2019.</p>

	<i>sensory overload</i>					
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Soundfield system</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	Once the school receives permanent planning permission improve external signage for disabled parking and increase internal permanent signage which includes symbols		Senior Team	May 2019	Signage development to be included in site development plan by May 2019

## **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 and the headteacher.

## **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

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single story building			
Corridor access	Wheelchair access throughout the building. Wide corridors throughout.			
Lifts	N/A			
Parking bays		External signage for parking bays at side of building	L Dyball	May 2019
Entrances	Double width entrance to the building			
Ramps	Flat access throughout the building and main playground area			
Toilets	DA access toilets in all areas of			

	the building (four in total)			
Reception area	Flat access			
Internal signage	fire safety signage in place	Research Autism Friendly fire alarm and replace	L Dyball	May 2019
Emergency escape routes	Emergence escape routes and	Complete personal evacuation plans for pupils identified as needing individual support (re:ASD)	Class Teachers/L Duggan	Dec 2018