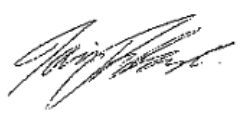


Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
Accessibility Plan



Accessibility Plan

Date of Approval: March 2024	
This policy will be reviewed by the LPP Committee every 3 years	
Date for Review: March 2027	
Signature 	Date March 2024
Head Teacher	
Signature 	Date March 2024
Chair of Governors	

Accessibility Plan 2024-2027

1: Aims and Ethos

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

At Summercroft Primary School, we treat all our pupils fairly and with respect and provide access and opportunities for all pupils without discrimination of any kind. We have created an inclusive community in which each person is respected and recognised as of equal value. All members of the school community work together to create an atmosphere in which each member can grow and flourish, regardless of gender, ethnicity, race, nationality, age, socioeconomic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction. We are committed to the care and well-being of all pupils so that they may work and learn in a safe, secure environment. Pupils have full and open access to a broad and balanced curriculum and to a range of extracurricular experiences. Detailed attention is given to resourcing and the development of an appropriate environment to meet the needs of individual pupils and groups within the school community. In all aspects of the school, the stakeholders (governors, staff, pupils, parents and the wider community) are committed to working together to ensure that the school community remains true to the equal value principle underpinning its policies. Through a series of inter-related policies and procedural guidelines, we support disability equality in all aspects of school life for pupils, staff and visitors. All new policies and protocols are carefully examined to ensure access and equality in diversity. The language used in the school community, spoken or written, fosters a positive attitude to each person whatever their race, ethnicity, class, creed, gender, sexuality, age or ability.

Statement of Intent

Summercroft School continues to develop its ability to provide an inclusive, accessible environment for pupils, staff, parents and members of the local community. It aims to meet the five outcomes of the Children Act (2004) and has regard to the general duty to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes to people with disabilities
- encourage the participation of people with disabilities

Regularly updated action plans ensure that improvements are appropriately prioritised. 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.

Disability is defined by the Disability Discrimination Act 1995 (DDA): *“A person has a disability 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 carry out normal day to day activities.”*

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, the complaints 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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3: Roles and Responsibilities

Governors

The Board of Governors monitor and review the SEND Information Report (Local Offer), SEN policy and the Accessibility Plan on a regular basis. They ensure the School’s inclusion of pupils with disabilities meets all aspects of the law.

The School Leadership Team

The Headteacher and other members of the School Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with what are termed, ‘protected characteristics’ in almost every area of life. The Headteacher and SENCO are responsible for ensuring the implementation of all policies and the full development of a strong ethos of inclusion, within all aspects of the life of the school.

All Staff

It is the duty of all staff and everyone working in the school to implement the policies and continue to develop inclusive practices.

Complaints

Parents and staff have access to the school's Complaints Policy.

Admission

Summerville School is an inclusive and caring school. Pupils with an Education Health Care Plan (EHCP) can apply for a place at the school via the HCC SEN team. Any request is then passed to the school to consider and advise whether we can meet the pupil's specific needs. We encourage any parent or carer applying in this way to provide as much current and detailed information to the school/with their application. This will allow the school to fairly assess its ability to meet their individual needs. The school has a well-established process of transition for pupil from primary schools into secondary as part of the wider transition process.

Temporary and Permanent Needs of Pupils

Existing and emerging health needs of existing pupils are closely monitored and arrangements for individualised support are developed in consultation with their parents and medical or other appropriate professionals. Short term mobility needs are considered and guidance and help given as appropriate.

Staff Recruitment and the Needs of Existing Staff

Staff recruitment and employment decisions will be made on the basis of fair and objective criteria. This is in line with the school's Equality and Diversity Policy which specifically states that the Governors are equal opportunities employers and are committed to ensuring that, within the framework of the law, the school is free from unlawful or unfair discrimination on the grounds of gender (incl. gender reassignment), colour, ethnic origin, nationality, age, marital status, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

The requirements of job applicants and existing members of staff who have, or have had, a temporary or permanent disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, school employment. Where new health needs are identified for existing staff, the appropriate staff are informed and every effort is made to support the staff member and promote their safety and well-being. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff can participate fully. Short term mobility needs are considered and, where necessary or appropriate, help and guidance will be given.

Education

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Staff work hard to meet the needs of all pupils with regards to accessing the curriculum and are supported by the Senior Leadership Team all aspects of school life. Each pupil is viewed as an individual, supported in their progress towards as fully as independent and achieving future, as possible.

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4: Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

	AIM	STRATEGIES	TIME-SCALE	WHAT WILL SUCCESS LOOK LIKE?
Physical Access	To be aware of the access needs of disabled children, staff, trustees and parents & carers	• Ensure the school staff & trustees are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and trustees can access all necessary areas of school • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired • Daily health and safety checks of the school and its surroundings. • Ensure staff are aware of need to keep fire exits clear • Communication in print around school to help children's understanding and visual recognition	As required	• SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & trustees are confident that their needs are met. • Continuously monitor to ensure any new needs arising are met. • PEEPs are prepared and reviewed as individual needs change and all staff, visitors and pupils with disabilities can be safely evacuated from the school • All staff, visitors and pupils, including those with disabilities, have safe exits from school.
	Maintain safety for visually impaired people	• Check if any staff, trustees or pupils have a visual impairment requiring yellow paint on step edges and other edges • Check exterior lighting is working on a regular basis • Check flashing beacons that signal fire alarm activation regularly	Annually, and as new staff, trustees or pupils join the school throughout the year	• Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.

	AIM	STRATEGIES	TIME-SCALE	WHAT WILL SUCCESS LOOK LIKE?
	Accessible car parking	- Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school - The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building	Ongoing	There is a place for disabled members of staff and visitors to park throughout the school day
Curriculum Access	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 make sure it meets the needs of all pupils	Ongoing	- All children will be able to access the curriculum - Children will be confident in using a range of resources to help them access their learning - Children with additional needs will have SMART targets to achieve
	Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: - Ramps - Sufficient corridor width for wheelchair accessibility - Disabled parking bays - Disabled toilets and changing facilities - Library shelves at wheelchair-accessible height	Ongoing	Children and adults will be able to access all areas of the school

	AIM	STRATEGIES	TIME-SCALE	WHAT WILL SUCCESS LOOK LIKE?
	Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille if required • Induction loops - edumic • Pictorial or symbolic representations	As required	• Children with identified needs will have support in being able to access the same information as their peers through a range of different methods

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Statutory Policy

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
- SEND policy
- Supporting pupils with medical conditions policy

Interpretation

Any reference to a statute, statutory guidance and any other document shall be construed as a reference to that statute as amended or re-enacted and to the current edition or replacement of that statutory guidance or other document.