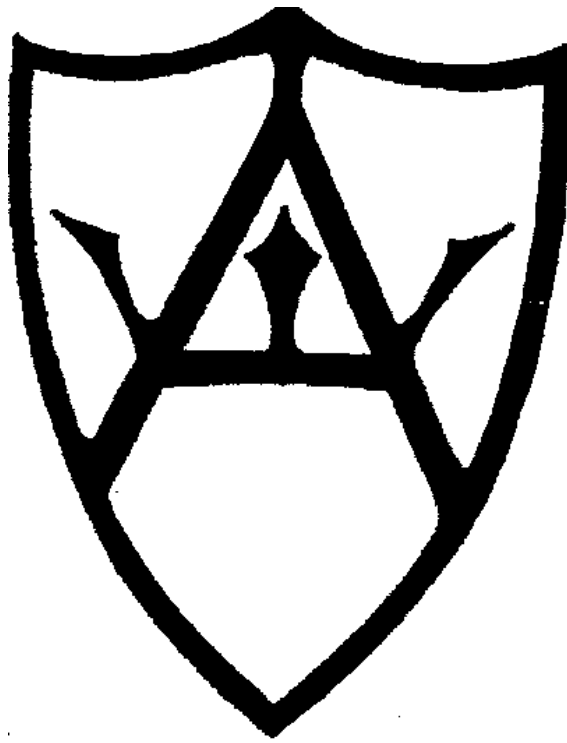


Alfriston School



Accessibility Plan

Last reviewed: April 2018

Next review due by: April 2021

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ACCESSIBILITY PLAN

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 meet its obligations under the public sector equality duty by having due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Alfriston School - Equality Statement

Alfriston School recognises that everyone is different and special owing to varying needs and cultures. We aim to treat all differences positively, recognising that diversity creates a collaborative, creative and understanding school, where everyone is included to do lots of different things and have lots of different experiences.

Written by the children of Alfriston School - December 2017

This is reflected in our Equality Information and Objectives and in our vision to be 'Fair, Friendly, Fulfilling and Fun'.

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

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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	Alfriston School offers a differentiated curriculum for children of all abilities. We use resources tailored to the needs of pupils who require support to access the curriculum.	Training for staff (CPD courses and/or visits to other schools)	Audit of CPD.	Inclusion Manager / Headteacher	Annually and as required	Staff more skilled/kept up to date and confident in using resources which support all children. Resources being used show positive impact on pupils with a disability.
		Use of ICT software and resources	Audit all SEND ICT software and resources. Audit of CPD.	Inclusion Manager / Headteacher	Annually and as required	Evidence of ICT software and resources being used effectively in lessons – lesson observation, pupil progress meetings.

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	Our school and residential trips are accessible to all children.	Ensure all locations, particularly those that have never been visited before, provide appropriate access.	Contact venue to check on accessibility. Make reasonable adjustments to ensure all children are able to attend.	Office / Class Teacher	As necessary	All children are able attend school and residential trips.
	We ensure curriculum resources include examples of people with disabilities.	Help all children to understand that every human being is different and that difference is a positive thing.	Develop PSHE curriculum to address disability equality issues.	Subject Leaders / Class Teacher	Ongoing Including the annual Anti-Bullying Week	Gradual introduction of disability equality issues into all curriculum areas.
Improve and maintain access to the physical environment	Ensure a smooth transition to new classes for those children that have specific arrangements place to access the physical environment.	Meeting arranged to discuss the class environment to ensure accessibility for children with a range of learning / social / emotional / health / physical needs.	Implement required changes to class environment and review at regular intervals.	Class Teacher / Inclusion Manager	As necessary and throughout the year	As adjustments have already been made there will be no/minimal disruption at the start or during lessons.
	Rest area available at playtimes for children with specific needs.	To enable a suitable rest area for specific children to use when required.	Equipment to be taken out at playtimes. 'Quiet Club' available for children to rest inside.	Class Teacher / Lunchtime Supervisors	As necessary throughout the year	Children to rest when they need to.

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Improve the delivery of information to pupils with a disability	Key staff to be able to use Communication in Print	Training for key staff kept updated	Audit of CPD needs	Inclusion Manager / Headteacher	Audit staff annually	Establish staff that need update training and carry training out.
	Information available to parents about support services and local activities.	Parents aware of available services.	Information published in weekly newsletter. Information provided to specific parents where relevant.	Headteacher / Bursar / Inclusion Manager	As necessary throughout the year	Parents better informed.

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 Headteacher and Equality Governor.

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
- Fire Safety Management Policy
- Behaviour Policy
- Learning and Teaching Policy
- Spiritual, Moral, Social & Cultural Development Policy

Appendix: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school has one storey but there are small flights of stairs to access some of the classrooms.	There are already rails on the stairs to help with walking up and down. Due to the age and layout of the building a ramp or lift is unable to be installed. However, the limitations to the building does not disadvantage any known disabilities that we have amongst staff, pupils and visitors – all of which are reviewed with each new individual.	SLT	N/A
School access	There is wheelchair access to the school office, playground and school hall.	Ensure these areas are tidy and free from obstructions.	All school staff	Ongoing to 2021
Fire Alarms	Auditory system in place.	Visual fire alarms to be installed as areas of the school are developed.	SLT	Ongoing to 2021
Ramps	There is a ramp allowing access from the playground to school hall.	Ensure ramp surface has sufficient grip.	SLT	Ongoing to 2021
Toilets	Disabled toilet available near school hall.	Ensure toilet is tidy and free from obstructions.	All school staff	Ongoing to 2021
Emergency escape routes	Signs displayed clearly throughout the school.	Maintain signs.	SLT	Ongoing to 2021

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Medical room	Medical room located near to the school office.	Ensure medical room is tidy and free from obstructions.	All school staff	Ongoing to 2021
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