

# Drayton Park Primary School

## Accessibility Plan

Policy approved: November 2024

Next review date: November 2027

### Contents

1. Aims..... 3

2. Legislation and guidance..... 4

3. Action plan..... 5

4. Monitoring arrangements..... 8

5. Links with other policies..... 9

### 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
- To increase accessibility for children, parents, staff and the wider community to learning opportunities and improve outcomes for children with SEND.

Our school aims to welcome all pupils, whatever their needs, and to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

### 3. Action plan

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date Actions to be completed by	Success Criteria
Ensure access to the curriculum for all pupils, including pupils with a disability	<p>Broad and balanced curriculum</p> <p>Building Belonging training - adaptive teaching and Universal Design for Learning (UDL)</p> <p>Pupil Progress Review and SEND progress review</p>	<p>For all pupils to make good or better progress in their learning</p> <p>For all pupils to experience a broad and balanced curriculum</p>	Monitoring of the progress of pupil groups through pupil progress meetings and reporting to governors	Senior Leadership Team	On-going	<p>Good progress for pupils with SEND</p> <p>Pupils with SEND enjoy school and engage in their learning and play</p>
Teach about all characteristics in the Equalities Act	<p>Active teaching of characteristics in the Equalities Act</p> <p>Good representation in the resources we use to support teaching</p> <p>Staff training and policy development in equalities areas</p>	<p>For all pupils to develop understanding of equalities and different characteristics</p> <p>For pupils to develop empathy towards others and an inclusive outlook</p>	<p>Continue Equalities training to cover all characteristics</p> <p>Development of Belonging EDI pupil committee.</p> <p>EDI Silver Award followed by Gold</p>	<p>Senior Leadership Team</p> <p>Equalities Leader</p> <p>Equalities Leader</p>	<p>On-going</p> <p>2025-26</p> <p>2027-2028</p>	<p>Pupils to show a good understanding of others</p> <p>An inclusive and welcoming school for all pupils, staff and visitors</p> <p>EDI Award</p>
Improve and maintain access to the physical environment for	The environment is adapted to the needs of pupils as costs and needs allow, including:	To make the school as accessible as possible to	On-going, with development as needs are identified and funding allows	Senior Leadership Team	As needed	

all pupils	<p>2 accessible toilets (art block and main school building)</p> <p>Entrances are wheelchair accessible (either by ramp or flat ground)</p> <p>The school's outside signage is high contrast for visibility</p>	<p>pupils with physical disability</p> <p>Currently the ground floor is wheelchair accessible</p>				
Have a highly trained and knowledgeable staff able to meet the medical and SEND needs of all pupils	<p>All staff receive up to date training and are able to support pupils with specific needs and disabilities e.g. diabetes, asthma, allergies, neurodivergence.</p> <p>The school seeks and welcomes high-quality support from experienced professionals from local Special Schools.</p>	Children's educational and developmental needs are well met by the school.	Building Belonging training	Senior Leadership Team	2024-2027	Improved provision and inclusion for pupils with SEND

#### 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 Finance and Resources Committee of the Governing Body.