

Accessibility Plan

Sutton Valence Primary School



V5

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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 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

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.

The plan will be made available online on the school website, and paper copies are available upon request.

Sutton Valence is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our approach to equality is based on the following key principles:

1. All learners are of equal value.
2. We recognise and respect difference.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities, practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children and members of the school community.

The school supports any available partnerships to develop and implement the plan.

<https://www.kelsi.org.uk/early-years/equality-and-inclusion>

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.

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.

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	OBJECTIVES Links to the strategic vision	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- The school curriculum is coherently planned and sequenced - 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 3x a year 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	To provide an engaging curriculum which inspires pupils to take ownership of their learning and enable them to make links with their own lives. To enable all pupils to leave school with an excitement for learning and a thirst for knowledge. To further develop a whole school approach to emotional health and well-being. To use learning questions so pupils understand that they plan an active role in their learning.	Continually review accessibility modifications to ensure that the physical environment is accessible. Senco to continue to work with staff, SEND professionals and parents to create PPP's that outline specific goals and accommodations for pupils with disabilities. To promote an inclusive culture within the school. Delegate equality responsibility to named Governor? Provide training for teachers and staff on disability awareness and inclusive education practices.	HT SLT SENCO Governor	Ongoing	Pupils with SEND achieve the best possible outcomes. Differences are valued and nurtured. Pupils have consistently high levels of respect for others.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Links to the strategic vision	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps, if needed to access certain areas of the school • Corridor width • Disabled parking bay • Disabled adult & child toilet in the bunker and changing facilities • Hand rails in most toilets • Library shelves at wheelchair-accessible height • Adapted seating • Visual alerts to the fire alarm and exits. • Access to the sensory room	To promote outstanding behaviour and attitudes from all pupils.	Review learning environments to make sure that they support the approach Invest/produce supporting resources Address any alterations that may be required to the structure of the building or site to ensure access for pupils, staff, parents and visitors Safe spaces to be agreed Collect pupil voice at regular intervals to review impact of approach	HT SLT Site manager	Ongoing	Improved physical environment. Safe spaces, including the Bunker, play a highly positive role in creating a school environment in which commonalities are identified and celebrated.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Links to the strategic vision	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
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 • Pictorial or symbolic representations • SEND laptop per class • Standing desks • Labelling at age appropriate levels throughout the school • Fire drill procedures for evacuation	To maximise the use of technology to deepen partnership between home and school and use as a tool to accelerate pupil progress.	Provide access to services within and external to the school to support families where a disability is identified Ensure staff closely monitor completion of home learning. Ensure SEND pupils have access to a tablet or Chrome book in every class Insure that Year R parents have access to Tapestry.	SENCo HT SLT	Ongoing	Pupil progress, especially amongst SEND pupils who require access to ICT provision, will be accelerated Technology will be maximised to support partnership between home and school.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body.

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