Alfriston School

Accessibility Plan

Reviewed & Approved by Governing Board:

April 2024

Next review due in 3 years: April 2027

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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 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 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

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 policy and 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 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 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	Objectives	Actions to be taken	Person/s responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Alfriston School offers an inclusive curriculum. We use Quality First Teaching and resources tailored to the needs of pupils who require support and/or reasonable adjustments to access the curriculum.	Training for staff (CPD courses and/or visits to other schools)	Audit of CPD.	Senior Leadership Team	Annually and as required	Staff more skilled/kept up to date and confident in planning and using resources which support all children's needs. 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.	Senior Leadership Team	Annually and as required	Evidence of ICT software and resources being used effectively – lesson observation, pupil progress meetings, assessments.
	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	Class Teacher / SBM	As necessary	All children are able to attend school and residential trips.

			are able to attend.			
	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, Children's Mental Health Week and Inclusion workshops	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 in 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. Contact OT, if necessary for advice.	Class Teacher / SENCo	As necessary and throughout the year	All children can access the physical environment.
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	Senior Leadership Team	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 fortnightly newsletter.	Senior Leadership Team	As necessary throughout the year	Parents better informed.

			Audit website to identify broken links, and ease of finding information. Information provided to specific parents where relevant.			

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 the Governing Board.

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) policy and information report
- Supporting pupils with medical conditions policy
- Fire Safety Management Policy
- Behaviour Policy

Appendix: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys to the school building	The school is all on one floor but there are small flights of stairs in the corridor 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.	Senior Leadership Team	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	Checked weekly as part of H&S inspection

Fire Alarms	Auditory system in place.	Visual fire alarms to be installed as areas of the school are developed.	Senior Leadership Team	As required
Ramps	There is a ramp allowing access from the playground to school hall.	Ensure ramp surface has sufficient grip.	Senior Leadership Team	Checked weekly as part of H&S inspection
Toilets	Disabled toilet available near school hall.	Ensure toilet is tidy and free from obstructions.	All school staff	Checked weekly as part of H&S inspection
Emergency escape routes	Signs displayed clearly throughout the school.	Maintain signs.	All school staff	Checked weekly as part of H&S inspection
Medical room	Medical room located near to the school office.	Ensure medical room is tidy and free from obstructions.	All school staff	Checked weekly as part of H&S inspection