



# **SOWE VALLEY PRIMARY SCHOOL**

## Accessibility Plan

Date: February 2023  
Review due: February 2026

## 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 treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Sowe Valley Primary School we are committed to listening to the opinion of anyone who has difficulty accessing the facilities on offer at our school. The needs and views of such people will be taken into account when reviewing the services that we offer. Our priorities will always be to provide for the needs of pupils, staff and visitors already in school and ensure plans are in place to provide for future requirements

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.

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 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

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

Targets	Strategy	Outcome/Lead Person	Timescale	Progress Achieved
To ensure that all areas of the school continue to be clear of obstruction and to continue to improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul> <p>All staff aware of the need to provide physical access to all areas</p>	Easy access for all staff, pupils, and visitors	ongoing	

Schools visits to be planned with all participating pupils catered for	Staff to ensure that any outdoor visits are risk assessed to ensure access for all	Trip organisers SENCO to action	Ongoing	Risk assessments completed on EVOLVE website for all trips to ensure criteria met Teachers ensure that where a pupil may struggle with accessing an activity every effort is made to meet their needs (including asking the parent to attend for 1:1)
All sport activities investigated for the level of participation of SEN pupils	PE leader to ensure that all pupils are able to access the curriculum and out of school activities	PE leader and SENCO to action	Immediate and ongoing	
All teachers and teaching assistants able to differentiate the curriculum	Conduct an audit to identify who would benefit from training in differentiating the curriculum	Teachers and teaching assistants able to fully meet the requirements of a disabled child in accessing the curriculum	Ongoing	Any child with a disability is able to access the National Curriculum
Consider arrangements for the administration of medicines (including chronic conditions e.g diabetes)	Staff identified who will administer medication	Identified staff trained and confident in the administration of medicines	On going dependent of pupil needs	Review when new intake of pupils each Autumn
	Administration of Medicine Policy produced	Policy reviewed and updated	ongoing	Review as part of policy review cycle
	Staff trained in the safe administration of medicine by the school nursing service, e.g epipen training and diabetes checks		ongoing when required	Staff regularly receive training updates
Assessment and SAT arrangements to be checked for full accessibility	Environment checked to ensure equality of opportunity	Assessment leader(SENCO consulted)	Autumn Term and on-going	Review annually

Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"><li>• <i>Internal signage</i></li><li>• <i>Large print resources</i></li><li>• <i>Pictorial or symbolic representations</i></li><li>• <i>Working walls</i></li><li>• <i>External support services</i></li></ul>			
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**Appendix 1: Accessibility audit**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of levels	Single storey			
Corridor access	Single storey, double doors between areas, clear access			
Parking bays	None available on site as no car park. Rear access is available if requested.			
Entrances	Double door			
Ramps	None required			
Toilets	One disabled toilet in foyer. One disabled wet room.			
Reception area	Wide access/double doors			
Internal signage	Clear and at appropriate heights			

Emergency escape routes	Emergency access posters displayed/access areas clear/double doors.			
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#### **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 Resource Management Committee.

#### **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
- Supporting pupils with medical conditions policy