



# Accessibility Policy and Plan

**Date Agreed:** January 2021

**Review Date:** January 2024

**Signed:** \_\_\_\_\_

**Chair of Governors**

**St Blasius Church of England Primary Academy  
Accessibility Policy and Plan**

## Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	January 2021	CW	LGB	New policy provided by the Key
2	March 2022	CW		Staff name changes

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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 academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We believe that equality should filter through all aspects of Academy life and is the responsibility of every member of the Academy and wider community. Every member of the Academy community should feel safe, secure, valued and of equal worth. At St Blasius Academy, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognized protected characteristic under the Equality Act 2010.

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

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

The academy supports any available partnerships to develop and implement the plan. In doing so we follow the Isle of Wight Council's Local Offer. The Local Offer aims to bring together information that is intended to be helpful to children and young people with Special Educational Needs and Disabilities (SEND) and their families. The Local Offer provides all the information needed, to help identify the right support, enabling all children to participate fully in, enjoy, and achieve in their learning goals.

To view the Local Offer website please [click here](#)

We provide training opportunities for all staff to explore diversity and how we support and encourage this within our academy. This is done through targeted CPD opportunities and by continuing to uphold the whole school values relating to moral and religious beliefs.

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 are always open to feedback from all stakeholders in the continued development of this accessibility plan, including pupils, parents, staff and governors of the school. Suggestions for improvements are always considered and implemented when necessary and applicable.

## 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.

This policy complies with our funding agreement and articles of association.

The following action plan supports the implementation of the Accessibility Plan. The oversight of this is the responsibility of the Local Governing Body.

### 3. Accessibility Action Plan 2020-21

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. This will be reviewed at least annually.

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
<p>Maintain access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Continue to monitor all aspects of the current provision and adapt accordingly. These are all short term objectives that are actioned as soon as they are identified.</p>	<p>Continue to monitor the accessibility of the curriculum to all pupils and take the opinions of all stakeholders in to account when making the necessary amendments.</p>	<p>SENCO</p>	<p>At least annually</p>	<p>All pupils continue to access the curriculum, including those with a disability.</p>

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	Continue to monitor all aspects of access to the physical environment. Reporting areas of concern immediately.	Continue to ensure that all staff are aware of their responsibility to report any concerns or areas for development immediately.	All staff	None required at present	The site continues to be accessible to all pupils, staff, parents and contractors alike.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Repetition and routine</li> <li>• Large print resources</li> <li>• Visual cues</li> <li>• Social stories</li> <li>• Pictorial or symbolic representations</li> <li>• Makaton</li> </ul>	Awaiting report from audiology relating to a specific pupil to see if induction loops are necessary across the school.	Act upon any required changes as and when they are identified. Provide staff training as and when required. Identify specific people to lead on areas of identified need.	SENCO & ABL Identified specialist staff within the academy or outside the academy.	Timescale will depend upon any actions required.	Pupils are not disadvantaged as a result of an identified disability.

#### 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. The Action Plan will be reviewed at least annually, or when children arrive who require accessibility arrangements to be made.

It will be approved by the Trust Board and the Local Governing Board.

In the annual review of the plan, the academy will:

- Report on the progress it has made on its action plan and the impact of what the academy has done and
- The academy will fully revise its plan every three years or earlier if required e.g. due to changes in legislation or significant changes to the building, staffing or pupil needs.

As part of the review of the plan, the academy will:

- Revisit the information that was used to identify the priorities for the plan;
- Re-examine the information to see if actions that the academy has taken have affected opportunities and outcomes for disabled pupils, staff and parents;
- Identify how the academy sets new priorities and new action plans for the next plan;
- Involve disabled pupils, staff and parents and
- Be based on information that the academy has gathered.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Building on one level Mary Ellis on two levels, no usage of top level.	N/A	N/A	N/A
Corridor access	All corridors are wide and accessible by a wheelchair	No action required	N/A	N/A
Lifts	No lifts	No action required	N/A	N/A
Parking bays	Rear car park has a disabled space and level access to building	No action required	N/A	N/A
	Front car park has no disabled access	Advise visitors to use back car park if a disabled space is needed	N/A	N/A
Entrances	All entrances have level access to buildings with the exception of the main front entrance.	Advise visitors to use back car park if a disabled space is needed	N/A	N/A



Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Ramps	Ramp access to all buildings	N/A	N/A	N/A
Toilets	Disabled toilet in main building and Mary Ellis building	N/A	N/A	N/A
Reception area	Disabled access from rear car park with door entry system	N/A	N/A	N/A
Internal signage	No signage	Review signage required	SENCO/ABL	March 2021
Emergency escape routes	Escape routes available from all areas of the site	Review the number of gates in EYFS and KS1 outside areas	ABL	March 2021