

# Accessibility plan

## High Wycombe C of E Primary



**Approved by:** Angela Margerison **Date:** January 2024

**Last reviewed on:** January 2024

**Next review due by:** January 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 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.

High Wycombe C of E School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

High Wycombe C of E School will continue to increase access to the curriculum for children with disabilities to ensure that they are equally prepared for life as children without disabilities. As well as teaching and learning this includes access to the wider curriculum such as access to after school clubs and participation in school visits. This may involve the provision of specialist aids and equipment where necessary.

High Wycombe C of E School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

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. High Wycombe C of E School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

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.

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 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.

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

### 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 RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• SMART IEP targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is broad, balanced and accessible for all</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptations and access for range of needs to be discussed in staff meetings</li> <li>• IEPs updated regularly</li> <li>• SENCO to support staff with access arrangements where necessary</li> </ul>	Ryan Smith (SENCO) Martin Gomm (Site manager) SLT	Ongoing	All pupils are supported to access the curriculum

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. 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>	<ul style="list-style-type: none"> <li>• Ensure adaptations to the environment are maintained in good condition</li> <li>• Ensure there is a high-quality risk assessment for children who have disabilities when/if they join</li> <li>• To be aware that training may be needed for certain disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Health and safety walks</li> <li>• Maintenance of the school site</li> </ul>	<p>Ryan Smith (SENCO) Martin Gomm (Site manager) SLT</p>	<p>Ongoing</p>	<p>Safe environment for all, with well maintained areas for children / adults with disabilities</p> <p>Rigorous risk assessment</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<ul style="list-style-type: none"> <li>• Update internal signage to make room names clear</li> <li>• Introduce Makaton in Early Years for every day instructions</li> <li>• Ensure powerpoints are accessible – pale background, not overloaded</li> <li>• Colour overlays for children with dyslexia</li> </ul>	<ul style="list-style-type: none"> <li>• Makaton training</li> <li>• Agreement of area 'names' and signage created</li> </ul>	<p>Ryan Smith (SENCO)  Martin Gomm (Site manager)  SLT</p>	<p>Ongoing</p>	<p>Children and adults use Makaton to support understanding.</p>

## 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 Equality and Diversity lead and headteacher.

It will be approved by the headteacher and governors.

## 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
- Premises Project Plan
- Equalities and Cohesion Policy
- Curriculum Policies