

**Shere Infant School and Fox Cubs Nursery**

Roots to grow, Wings to fly

# Accessibility Plan

Date adopted by governors: Autumn 2018

Date for review: Autumn 2019

**STATUS: LOCAL**

**REVIEW: ANNUALLY**

**Committee: Resources**

## 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 Shere 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 Shere School, we promise you a caring community where all can thrive. Building on our strong Christian Values, we want you to grow up to be thankful for the world around you. We want you to be happy and will help you to become more resilient in your learning. We want you to be inspired to learn and feel valued as an individual. We will nurture your talents and encourage you to excel in everything you do. We want the best for you and from you so that you can thrive.

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.

We follow the Reasonable Adjustments for Disabled Pupils Guidance for Schools in England 2015.

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.

## 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 'longterm' 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.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Our school offers a differentiated and personalised 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>Differentiation is appropriate for mixed aged classes.</p> <p>The development of a “safe area” that children can access when feeling overwhelmed or anxious.</p>	<p>Class observations</p> <p>Planning moderation</p> <p>Staff and governors to discuss suitable location</p>	<p>All class teachers</p> <p>Head teacher</p> <p>Staff</p> <p>Governors</p>	<p>Dec 2018</p>	<p>Planning scrutiny will show differentiation is appropriate for the needs of individual children.</p> <p>A safe area will be set up in an appropriate place.</p>

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets</li> </ul>	Ensure all buildings are wheelchair accessible, including access to outside areas.	Governors to investigate access from Year One to the garden.  Governors to consider access from the nursery to the garden.	Resources Committee	Summer 2019	Children are able to use a ramp to access the nursery garden.  Children have free flow access to the Year One garden.
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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 the governing board and head teacher.