



Accessibility Plan 2021-2024

October 2021

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 members of the school community to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to all stakeholders.

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. The purpose of this plan is to show how South Borough Primary School intends, over time, to increase the accessibility of our school for disabled members of the school community. South Borough Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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 and works closely with other schools within Swale Academies Trust. 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 staff and the Local Governing Body.

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.

Contextual Information

South Borough Primary School comprises two main buildings and a building that houses one classroom. The main school building is a one-story building, all of which has adequate wheelchair access. The new building is two stories, has wheelchair access and a lift to access the second floor. The outdoor space includes a field, 2 playgrounds and an Early Years outside area. There is also a staff and parent car park, both of which include designated disabled bays.

Targets	Actions	Timescale	Responsibilities	Outcomes
Curriculum				
Increase confidence of staff in differentiating the curriculum	a) Undertake audit of staff training needs on curriculum access. b) Deliver training on curriculum access, such as differentiation, alternative to writing etc. c) Review and implement strategies. d) Measure impact.	July 2022	SENCO	Raised confidence of staff in applying strategies that improve pupils' access to the curriculum.
To provide specialist equipment to promote participation in learning	a) Assess the needs of the children in each class. b) Provide equipment as needed e.g special pencil grips, ear defenders etc.	Review termly by CTs.	CTs SENCO overview	All children will have relevant specialist equipment to support them in developing independent learning skills.
To review the PE curriculum to make PE accessible to all.	a) Gather information in accessible PE and Disability Sports. b) Invite disabled sports people in for particular sessions. c) Review PE curriculum to include disability sports.	July 2023	PE Subject Leader	All children are able to access PE, irrespective of disability. More children with disabilities are able to excel in sports.
To ensure all curriculum areas include reference to disability issues.	a) Review curriculum, including texts to look at deeper messages and themes on equality and rights. b) Develop PSHE curriculum to address disability/equality issues. c) Develop wider areas of the curriculum to include reference to disabilities.	September 2022	CTs Subject Leaders	All areas of the curriculum will include opportunities for children to develop an appreciation and understanding of disabilities.

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Physical Environment				
To improve and maintain signage.	a) Audit signage around the school to ensure it meets requirements. b) Replace or upgrade current signage as necessary.	June 2022	Site Manager Head of School	All signage will meet current requirements and support disabled members of the community.
To improve and maintain access to the school hall.	a) Replace doors at either end of the hall with up to date fire regulation doors. b) Ensure that doors are fitted to enable adequate disabled access.	July 2022	Site Manager External contractor	All doors into the school hall will allow good disabled access.
To improve and maintain disabled access to all parts of the school site.	a) Audit of physical access to the site. b) Complete actions from the audit, including maintenance of existing strategies. c) Review.	Ongoing	Site Manager	Site will have good disabled access throughout.
Access to information				
To ensure information to parents/carers is accessible.	a) Ask parents/carers about access needs when a child is admitted to school. Review as needed. b) Review all communication to parents to ensure it can be understood by all. c) Produce communication in alternative formats (large print, Braille, other languages, video, pictures etc).	April 2021	Office team SLT	All parents/carers receive information in a format they can access.
To ensure staff are aware of different accessible formats.	a) Provide staff training on different ways to ensure that communication is accessible.	April 2021	SLT SENCO	Staff start to produce routine information to children and parents in more accessible ways.