

Masham C of E (VA) Primary School



Accessibility Plan

Plan accepted: February 2025

Next reviewed: February 2026

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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 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. We make every effort to ensure that this aim is reflected in our everyday working practice. We are also committed to regularly reviewing our practice with regards this aim, identifying areas of weakness and taking action to ensure that we better fulfil this aim in the future.

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. For example, we have worked very closely with the Visual Impairment Team to ensure that our school environment and practice are both safe for visually impaired children and enable these children to make the best educational and personal progress possible.

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, children, parents and governors.

Children with disabilities can, because of the challenges they face, be more vulnerable than others. For this reason our commitment to Safeguarding connects directly with this plan. It should be read in conjunction with our Safeguarding Policy, as well as all other relevant school policies.

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.

3. Action plan

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

Aim 1	Improve and maintain access to the physical environment for all stakeholders
<p>To have an adapted school environment to meet the needs of current pupils and stakeholders and continue to monitor and adapt as required. This will include:-</p> <ul style="list-style-type: none">• Reasonable adjustments are made for all pupils with a disability, medical condition or other access need. This will enable as full inclusion as possible for all pupils and that safe evacuation can be carried out.• Consider the needs of visitors prior to visits.• Access to disabled toilets is clear and emergency cord alarm is clear to see. Changing bed to be made available as required within a pupil's IHCP..• Regular maintenance of markings (Yellow Paint / Yellow tape) in main areas identified as required to support visually impaired children safely move around school.• Clear access to round entrance to all classrooms and hall due to step in to each room.• All main entrances in the main school building are wheelchair accessible• The outdoor building to have accessibility.• Regular maintenance to rear playground to aid visibility.• Continue to ensure access for pupils with additional needs – changes to classrooms to aid accessibility.• Ensure corridors are clear and uncluttered.• Ensure toilets are cleared. Mops and buckets to be removed from the toilets.• Ensure emergency pull cord in the disabled toilets is working.	
Aim 2	Increase access to the curriculum for all pupils
<p>To have adapted the curriculum to meet the needs of current pupils and continue to monitor and adapt as required. This will include:-</p> <ul style="list-style-type: none">• Up-to-date training for staff working 1:1 with children with disabilities.• Personalised IT solutions for pupils with visual impairment and other conditions (for example, personal laptop, additional screen to show IWB resources, teaching of touch typing and its use as an alternative to record work etc)• Adapted Resources for pupils with Visual impairment and other disabilities.• Adapted Curriculum, where appropriate to ensure all children can fully participate, whatever their disability• Working with External visit providers (including Residential Experiences and PE providers) to ensure that all children can fully participate in such activities.• Regular involvement of VI team in school to support best practice and to support children's progress where required• Where it is required, one to one support to enable pupils to access the full curriculum.	

- Review policies to ensure they reflect inclusive practice and procedure and take into account any adaptations that are needed.
- Establish and maintain close liaison with parents and carers to ensure collaboration and the sharing of information between school and families. Adaptations and provision is planned for, put in place and reviewed regularly.
- Establish and maintain regular contact with outside agencies for pupils with additional needs and ensure collaboration between all key personnel. This will ensure a consistent approach.
- Pictorial timetables for those children who would benefit from this.
- Create and offer information in alternative formats, for example electronically. Send information to parents via email.
- Access arrangements for statutory testing.
- Ensure school have sought to find out visitors' and parents' access requirements and make reasonable adjustments where possible.

Development Objectives & Actions				Date to complete actions by	Notes
Review of school accessibility and preparation for 2024-2025 academic year		Accessibility school walk round to examine key strengths and areas for development.	1		
	Development points will lead into a further Accessibility plan for September 2025	1	Head of School, Equalities governor, business manager and site manager.	Ramp to be discussed with IEB and purchasing one. January 2025 Monthly checks of cords	Points to action: <ul style="list-style-type: none"> • Accessibility to staffroom , library, Burn and Cover class due to ramps. Discussion was had to explain that a transportable ramp is required so that those who require wheel chair access can access all areas. (Would need to consider classroom if pupil or staff member were in Y5/6 due to the entrance to the classroom been angled) • Maintenance of yellow lines to support Vi students. • Regular checks to ensure emergency cord in the disabled toilets works.

	Accessibility school walk round to examine key strengths and areas for development. (completed by SENDCO and Head of School)		Head of school/SENDCO	<ul style="list-style-type: none"> - Dec 2024 - Feb 2025 	<ul style="list-style-type: none"> - Discussion regarding accessibility of classrooms and EYFS outside area and the need for this to be considered if pupil/ staff require wheel chair/ mobility access. - Yellow lines to be kept clear - Use of larger font around school to ensure that all pupils can see including collective worship or hand out provided for tasks such as song practice. - Playground accessible. - Forest school- not accessible currently due to need for path development for those with physical needs. - Changing unit in place only suitable for small children and no step up. Currently pupils in nappies would need to be reviewed and a changing bed may need to be bought. - Sign in system to have a page put on to ask if any accessibility needs are required for visitors. - Consider staff putting a footer on their emails to visitors regarding any accessibility requirements so these can be catered for prior to arrival.
Review of curriculum access and preparation for 2024 – 2025 academic year		SEN walk round to examine curriculum provision for children, including those with a disability	2		<ul style="list-style-type: none"> - See RoVS
	Development points will lead into a further Accessibility plan for September 2025.	2	Head of school - SENCO,	May 25	Points to action- <ul style="list-style-type: none"> • Use of Edukey for provision and Learning plans.
	Use of technology to support learners.				

			Head of School / SENCO	Termly Review Feb Half term April 2025 As required	<ul style="list-style-type: none"> • SEND and disadvantaged learning walks. - Disucssion regarding use of Technology and the development of this. Was recently discussed on SEND learning walk with IEB members. Clicker subscription runs out Summer 2025 - Discussion and agreement to create Pupil passports in the Spring term to ensure that all strategies and provisions remain in place no matter which adult is in the room. - Staff to be considered of music lessons and these currently taking place upstairs. Adaption to room may be needed if the room is inaccessible to staff or pupil. - SENDCO, H of S and teachers to ensure that accessibility arrangements are in place for those who require them and that ARA access arrangements are followed.
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4. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary. Monitoring of progress on this plan will be the responsibility of the Headteacher. Progress made within each year of the plan will be reviewed by the Teaching & Learning Committee of the Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- 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 condition.

