

# Shipbourne School



## Accessibility Plan

September 2017

At Shipbourne Primary School children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is regarded as important individuals and included in all aspects of learning regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are a safe school, committed to improving children's confidence and self-esteem through accessing all aspects of the curriculum.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The purpose of this accessibility plan is to:

- Increase the extent to which disabled pupils can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Equality Act 2010: Schedule 10, Paragraph 3

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Shipbourne Primary School Accessibility Plan addresses improving physical and curriculum access for all pupils, staff and visitors to the school within a given timeframe where

practicable.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Positive Behaviour Policy
- Curriculum Policies
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Governing Board and reviewed every three years or sooner if circumstances change.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Board**
- **Head Teacher**
- **SENCO**



## Shipbourne Primary School

### ACCESSIBILITY PLAN

	Area	Recommendations	Time scale	Priority	Cost	Date Complete	Responsibility
1	Curriculum	Appropriately targeted planning to support all pupils.	Ongoing	High/Medium	Quality first teaching where possible. Cost to be assessed at point of need.	Ongoing	Headteacher, SENCO and all staff.
2	ICT and communication aids	Specific Apps to support the curriculum. Following advice regarding communication aids.	Ongoing	High/Medium	Cost to be assessed at point of need.	Ongoing	Headteacher, SENCO and school administrator
3	Classrooms	To provide suitable furniture to support	Ongoing	High	TBC at point of need	Ongoing	Headteacher, SENCO and school

		physical needs.					administrator
4	Access	Ensure all doors with raised entrance (currently 2) have ramps if necessary. Assess entrance to classrooms and toilets. Utilise staff toilet where necessary.	Where required	High – only if required	TBC at point of need	Ongoing	Headteacher, SENCO and school administrator