



Accessibility Plan

EARLHAM PRIMARY SCHOOL

Approved by:		Date:
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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.

At Earlham all children have the right to equal opportunities in all aspects of school life regardless of race, religion, gender, ethnicity, disability or any other factor. We actively oppose discrimination and stereotyping of all kinds and aim for all of our children to develop a sense of respect for others.

■ SEND Policy 2022_23 .pdf

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.

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.

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.

Accessibility Plan Action Plans: 2022-23

	AREA A: Strategic direction, monitoring and evaluation				
TARGET	ACTIONS	PERSON(S) RESPONSIBLE	TIME	RESOURCES	SUCCESS CRITERIA/ IMPACT ON ACHIEVEMENT
1. G.B to be aware of accessibility plan in order to monitor delivery as well as Disability Equality Act requirements.	Regular agenda item at GB Meetings /Governors monitor & provide input	Chair of G.B Inclusion governor	Annually	Governors meeting /accessibility plan	Governors will know the targets and monitor the actions and the impact.
2. All Staff to be aware and have understanding of Accessibility Plan,	Inform staff	K Harney	Annually	Staff meetings accessibility plan	Staff will know the targets and how it relates to their role

	AREA B: Improving access to the school curriculum for pupils with disabilities				
TARGET	ACTIONS	PERSON(S) RESPONSIBLE	TIME	RESOURCES	SUCCESS CRITERIA/ IMPACT ON ACHIEVEMENT
1. To apply for EHC plans for SEND pupils who have a high level of need.	Discuss with parent & get signed permission Complete the paperwork	K Harney & Jo Harding	July 2023	Cost will be met by Earlham	SEND pupils with a high level of need will have an EHC plan along with the appropriate funding band,
2. To ensure pupils with EHC plans have tailored appropriate planning that can meet their individual needs	SEND team to work together on planning for each individual	K Harney, J Antony, J Harding, A Staines	Dec 2023	Time out of class for A Staines	SEND pupils will be able to access the learning and meet their individual targets and outcomes on EHC plans.

	AREA C: Improving access to the physical environment of the school for pupils, parents & staff with disabilities				
TARGET	ACTIONS	PERSON(S) RESPONSIBLE	TIME	RESOURCES	SUCCESS CRITERIA/ IMPACT ON ACHIEVEMENT
1. To improve the physical space for pupils with EHC plans so that they can have access to tailored learning areas and a sensory room	Submit bid to the local authority to access funds Work with appropriate agency to design and build multi-purpose sensory room	K Harney K harney	Dec 22 July 23	Senco's time	SEND Pupils will have access to a improved physical space

	AREA D: Improving the delivery of information to pupils with disabilities and parents of pupils with disabilities				
TARGET	ACTIONS	PERSON(S) RESPONSIBLE	TIME	RESOURCES	SUCCESS CRITERIA/ IMPACT ON ACHIEVEMENT
1. To hold pupil centered annual reviews for SEND pupils	Invite parents Support them to complete "All about me booklet" Invite representative from the SEND dept	K Harney	July 2023	Staffing/paperwork	Parents and pupil will be able to express their views, discuss what is going well and what could be better,
2. To ensure information is shared with parents re access to borough wide support e.g holiday clubs.	Communicate all information re	K Harney & J Harding	July 2023	Staffing/Meeting room Invite guest speakers e.g Speech therapist etc	Pupils will have access to holiday clubs.
3. To ensure parents understand their entitlement to benefits such as Disability Living Allowance (DLA)	Organize & run termly coffee mornings to support with DLA application. .	K Harney & J Harding	July 2023	Staffing/Meeting room Invite guest speakers e.g Speech therapist etc	Parents will receive the financial support they are entitled to.