Potters Green School

nurturing bright futures

Accessibility Plan

(Updated April 2024)

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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

Potters Green Primary School is a fully inclusive school and treats all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

School aims to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This 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.

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 and staff of the school.

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 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 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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a curriculum for all pupils with adaptive teaching. • We use resources tailored to the needs of pupils who require support to access the curriculum • Termly meetings held with parents to discuss progress and access arrangements for children with disabilities where appropriate • Curriculum progress is tracked for all pupils. • Targets are set effectively and are appropriate for pupils with additional needs-evidenced through Education Plans. • The curriculum is reviewed to ensure it meets the needs of all pupils • RSE curriculum focuses on diversity and aims to raise awareness of differences. • Liaison with outside agencies to support children with disabilities	Ongoing monitoring of quality first teaching / individual support to ensure it meets the needs of all pupils. Targets reviewed termly by class teachers with parents as part of 'Education plans'. Inclusion lead liaises with outside agencies on a termly basis through planning meetings. Review meetings are held where appropriate.	New staff to school to have full and up to date information regarding children with disabilities. Care plans updated at the start of the year and reviewed termly. Consult with medical professionals/parents regarding disabilities when necessary.	Liz Dickson – Inclusion Lead Kara Gillespie earning Mentor Liz Dickson – Inclusion Lead / class teacher	Ongoing throughout the year.	Staff to ensure teaching takes account needs of all pupils and adaptations are made where appropriate. All pupils make expected levels of progress, in relation to their needs.

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps (where appropriate) • Corridor width • Coat pegs at low level • Hand rails on staircases • Hand rails along the path from top playground to the bottom playground • Double door entrance to school through main entrance and exits to the playground • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Access to both playgrounds • Access to classrooms downstairs • Risk assessments/evacuation plan if required for anyone using a wheelchair • Audit of learning environment completed yearly	The learning environment inside and outside school meets the needs of all learners. This is continually adapted as needs arise.	Access to the car park arrangements to be made in consultation with the school on an individual basis and will reflect the presenting needs. Health and Safety meetings to consider needs of all children in school- including a tour of the school with areas that need addressing identified. Transportable 'bridging' ramp purchased to go over doorways for access to outside. Paved area on the field for wheel chair access.	Site Service officer / Inclusion Lead . Business manager, Site Service officer and Health and Safety Governor. Site Service officer, business manager Site Service officer	Ongoing throughout the year	All children/adults are able to access the areas of the school and to participate in activities.

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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources-where appropriate • Pictorial or symbolic representations • Audio support using technology– where appropriate • Access to interpreters where appropriate.	Ongoing objectives adapted where appropriate.	Inclusion Lead to be aware of children with disabilities and ensure that appropriate measures made for effective communication.	Inclusion lead alongside Head teacher and Business Manager.	Ongoing throughout the year.	All children, parents and staff are able to communicate effectively.

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 body

5. Links with other policies

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

- Risk assessment policy
- 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 conditions policy

List any other related policies and procedures that the school has here.