


ACCESSIBILITY PLAN

Sampford Peverell C of E Primary SCHOOL

Version: September 2022

Date approved by Trustees of Ventrus Multi Academy Trust	September 2022
Review Period	3 yearly
Next Review Date	
Signed by Chair of Trustees Hugh Whittaker	

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1. ACCESSIBILITY PLAN

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#). Local Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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:

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

The Accessibility Plan is structured to complement and support the Equality Objectives of Ventrus Multi-Academy Trust ('The Trust'), which are published on the Trust's website. 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.

2. OBJECTIVES

The Sampford Peverell C of E Primary School Accessibility Plan shows how access is to be improved pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

Improve and maintain access to the physical environment of the school and/or to the curriculum and to make improvements the delivery of written communications.

Training will recognise the need to continue raising awareness for staff, Trustees and Local Governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Policy
- Curriculum planning
- Health & Safety Policy
- School Improvement Planning
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

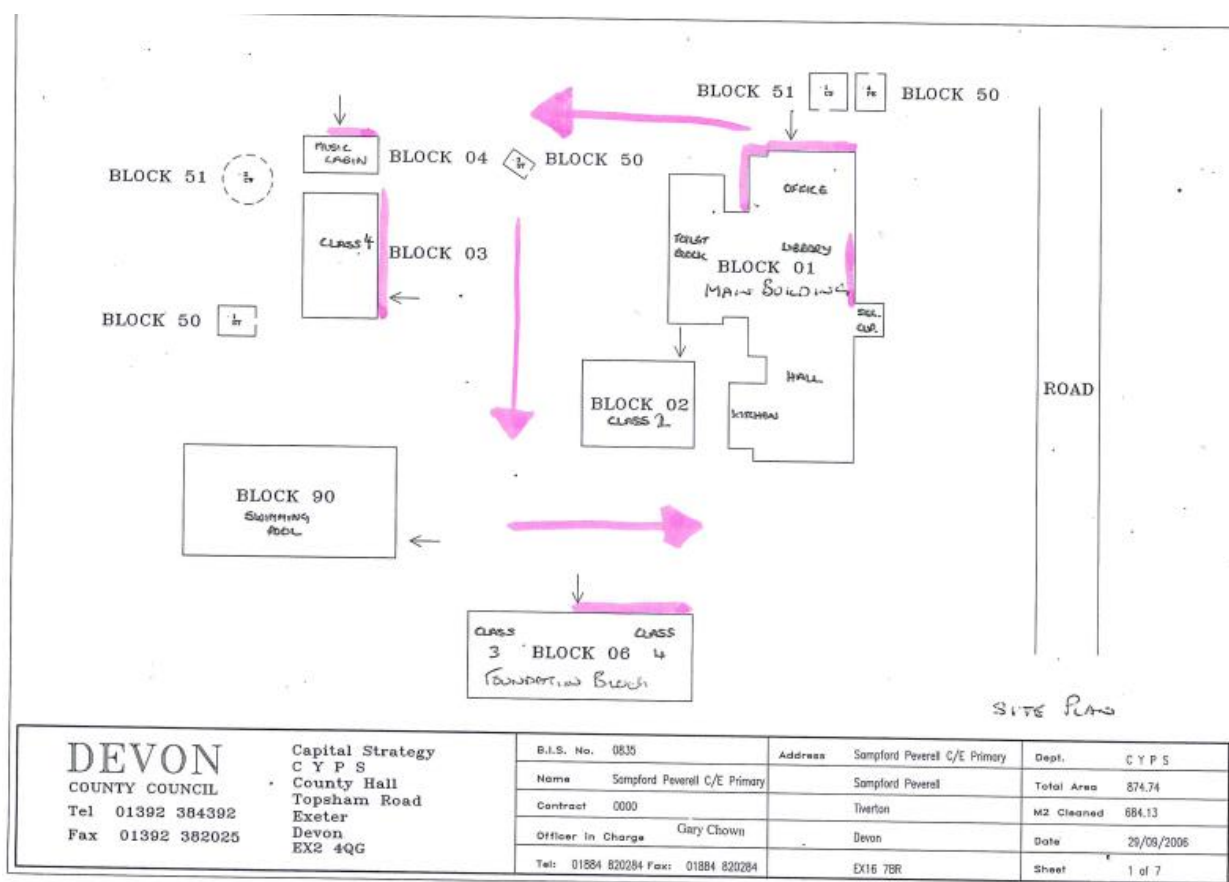
Relevant reviews and associated audits will be carried out in a timely, manner in order to inform accessibility planning.

The Accessibility Plan will be published on the school website.

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

This document will be reviewed at least every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Board of Trustees

APPENDIX 1: A plan of the school buildings showing areas of accessibility highlighted:



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APPENDIX 2: Action plan

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	<ul style="list-style-type: none"> We offer a curriculum whereby expectations are high for all pupils, with scaffolding and support used to enable access by all We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs There is close liaison with outside agencies supporting children with additional needs and disabilities The curriculum is reviewed to ensure it meets the needs of all pupils Targeted screening and interventions are used effectively to identify and overcome gaps in knowledge 	<p>To monitor the provision for pupils with SEND for all curriculum subjects, to ensure it meets their needs.</p> <p>Monitoring will include:</p> <ul style="list-style-type: none"> Reviewing medium term plans Reviewing books Speaking to children <ul style="list-style-type: none"> Embed use of digital tools, such as Immersive Reader, for supporting universal provision Ensure we provide resources which show a positive view of disabilities Further develop the tracking of children with SEND, and ensure interventions are linked to school-wide provisions 	<p>Monitoring of provision for pupils with SEND</p> <p>Audit resources to ensure they include examples of people with disabilities</p> <p>Monitor cycle of usual school assessments</p>	<p>KG</p> <p>KG</p> <p>KG</p>	Spring 2023	<p>All pupils make strong progress in relation to their starting points, acquiring important knowledge and skills which help prepare them for the next stage in their education.</p> <p>Resources are inclusive and positive</p>

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Improve and maintain access to the physical environment	<p>The environment of the school is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Specialist equipment (eg: seating) • Accessible toilets • Library shelves at wheelchair-accessible height <p>Personal Emergency Evacuation Plans (PEEPs) for some pupils.</p>	<p>Short-term objective:</p> <p>Ensure that school site plan includes recent improvements.</p> <p>Long term objective:</p> <p>To ensure that mobility aids, particularly wheelchairs, have access where possible.</p>	<p>Audit the site for areas where mobility for wheelchairs could be problematic.</p> <p>Refer to Ventrus site manager for further advice around developing accessibility.</p>	<p>KG/RP</p> <p>RP</p>	Spring 2023	Access for those with mobility aids is improved.
Improve the delivery of information to pupils with a disability	<p>We use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial and symbolic representations • Microsoft Office can be used to provide translations (written or audio) and is available to all 	Ensure that stakeholders are aware of the provision we can offer if required	Use the website to communicate the tools available	SP/KG	Spring 2023	All stakeholders are aware of the provision we can offer if required.

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APPENDIX 6: POLICY HISTORY

Version / Date	Summary of Change	Review Date	Lead Author
080621	Amendments made to include hyperlinks to schedule 10 of the Equality Act 2010 and the accompanying DfE guidance	June 2021	C Greenhall
080621	Linked policies updated to reflect current policy structure	June 2021	C Greenhall
080621	Changes made to paragraph re equality objectives to reflect that these are set by Trustees rather than school LGB's	June 2021	C Greenhall
080621	The arrangements for reviewing this policy set as every 3 years and by the Board of Trustees	June 2021	C Greenhall
080621	Reviewed by SEND Network – Autumn 2021	Autumn 2021	F Brinicombe