Paxcroft Primary School

Accessibility Plan

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Our Vision

We will be recognised locally and nationally as a beacon of educational excellence.
We are ***'Proud to Belong'!***

We will achieve this by:

- Enabling families to access outstanding provision with seamless transition from one stage to the next
- Nurturing children so that they are confident and independent
- Delivering, with consistency, an engaging curriculum through exemplary teaching
- Supporting children and adults to be aspirational, lifelong learners
- Encouraging our school community to enjoy our safe and sustainable environment
- Engaging with communities through collaborative, inclusive and outward-facing relationships
- Sharing successes and helping each other to realise that learning has no limits

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.

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, this procedure sets out the process for raising these concerns.

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.

3. Action Plan

Item	Actions	Timescale / monitoring / updates
Accessible curriculum	Differentiate the curriculum to enable all to access the learning. Continue to monitor the curriculum to ensure adaptations are made that allow all children to engage in the learning. Monitor the provision for all children and analyse the impact of changes made. Ensure all subjects are accessible to all including PE. Implement staff CPD to focus on adaptive teaching and QFT. Ensure children's individual plans are being used to aid lesson planning.	Ongoing

Wider-curriculum	Improve the offer of 'after school clubs' to ensure they are accessible to a wide variety of children. Admin teams to prioritise the most vulnerable students having access to the clubs to widen their experiences.	Ongoing
	Ensure staff who work at wraparound care have details regarding individual children's needs as necessary. Ensure all school trips are accessible to all learners.	
Accessible toilet	Ensure disabled toilet is fit for purpose. Site Manager to ensure toilet is not used as additional storage. Ensure toilet is suitable for use during every check.	Ongoing
Safeguarding	Continue to raise the profile of safeguarding to ensure all staff are skilled to identify early signs of concerns. Develop the safeguarding curriculum to provide the children with a 'voice' and awareness of keeping safe. Work with outside agencies to keep children safe. Develop close relationships with families to enable effective working together.	Ongoing

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 headteacher and governing body.

5. Links with other policies

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

- Health and safety policy
- Special educational needs (SEN)policy and information report