



# **Covingham Park Primary School Accessibility Plan**

Our vision is to provide every child with an outstanding start to their education which will equip them with necessary skills to meet future changes and challenges throughout their life.

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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

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff, governors, parents, pupils.

## 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

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>School offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Educational Visits (including swimming) are planned to be accessible for all pupils, with tailored support for pupils with disabilities.</p> <p>Year group location is reviewed annually</p>	<p>Short, medium and long term curriculum planning addresses needs of pupils with disabilities.</p> <p>School based planning addresses needs of pupils with disabilities</p> <p>All children have equal access to curriculum, if unable to be in school due to central government lockdown/school closure</p>	<p>Targets, curriculum, resources and school geography reviewed annually.</p> <p>All Educational Visits give consideration to the needs of pupils with disabilities.</p> <p>Home learning delivered and monitored through 'Tapestry'</p>	<p>Head teacher, SENDco, all staff, governors (Standards Committee)</p> <p>SLT</p>	<p>Annually and as required</p>	<p>All children have access to a curriculum that matches their needs</p> <p>All children have access to the school curriculum</p> <p>Reasonable adjustments are made to address the needs of individuals while still addressing the needs of all pupils</p> <p>During school closure, home learning gives all pupils equal access to curriculum</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Accessible toilet</li> <li>• Shared resource areas located on ground floor</li> <li>• Meeting rooms located on ground floor</li> <li>• No steps to/in outdoor areas</li> <li>• Personal Evacuation Plans for identified pupils</li> <li>• Automatic main door</li> <li>• Reception area at wheelchair height</li> <li>• Classrooms are arranged to give access to wheelchairs as required</li> <li>• Easy and rapid exit routes for evacuation, accessible lock down procedures</li> </ul>	<p>School buildings and site accessible to disabled pupils, parents/carers and visitors</p> <p>Governors carry out regular checks of school site, with site manager</p>	<p>School to be aware of parents/carers with physical disabilities, arrange teacher consultation meetings on ground floor</p> <p>Young Carer Leader to liaise with parents/carers</p>	<p>Headteacher, Business Manager, Site Manager, governors (Resources Committee)</p>	<p>Annually and as required</p>	<p>All pupils, staff and visitors have access to the school buildings and school site.</p>
<p>Improve the delivery of information to pupils</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> </ul>	<p>All pupils have access to the school site and the curriculum</p>	<p>Regular reviews to address the needs of pupils with disabilities (Early Help Record; Education Health and</p>	<p>Headteacher, SENDco</p>	<p>Annually and as required</p>	<p>All children have access to a curriculum that matches their needs</p>

	<ul style="list-style-type: none"><li>• Electronic aids</li><li>• Pictorial or symbolic representations</li><li>• Liaison with external agencies for specialist advice when required</li></ul>		Care Plan)			<p>All children have access to the school curriculum</p> <p>Reasonable adjustments are made to address the needs of individuals while still addressing the needs of all pupils</p>
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## **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 Resources Committee.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Combined Equality Policy
- Special educational needs (SEN) policy and report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Upper School: two storey Lower School: one storey	Review of Year group locations if wheel chair access required for specific year group/s	Headteacher, phase leaders, SENDco	As required
Corridor access	All ground floor corridors flat, even and wide enough for wheelchairs	Regular checks to ensure corridors free from obstructions	Site Manager and Assistant Caretaker	Regularly
Parking bays and access to car park	Two disabled parking bays	All parents/ carers of a pupil with a disability have access to school car park and disabled parking bays All parents/carers with a disability have access to school car park and disabled parking bays Staff do not park in disabled spaces	Site Manager, Assistant Care Taker, Office staff Headteacher	In place and reviewed as required
Entrances	Main entrance has 'button' operated automatic door	Automatic door repaired (Autumn 2017). Automatic door to be serviced regularly and checked regularly by site management staff	Site Manager and Assistant Caretaker	on regular basis
Ramps	All ground floor classrooms have flat or ramped access	Mobile classroom ramp repaired summer 2017. Regular checks and maintenance on rams	Site Manager and Assistant Caretaker	on regular basis
Toilets	One accessible toilet located	Regular maintenance	Site Manager	Regularly

	centrally		and Assistant Caretaker	
Reception area	Centrally located, automatic door to entrance, reception at wheelchair height	(see entrances)	Site Manager and Assistant Caretaker	Regularly
Internal signage	Emergency lighting	Regular internal and external checks	Site Manager and Assistant Caretaker	Regularly
Emergency escape routes	All pupils, staff and visitors aware of emergency evacuation procedures	Regular evacuation practices, Personal Evacuation Plans for identified pupils, Risk Assessments for public events (including emergency procedure information at start of event).	Headteacher, Business Manager, Site Manager	Regularly
Emergency Lock Down Procedure	Lock Down Procedure in place All pupils and staff aware of Lock Down procedure.	'Lockdown' procedures to be practiced regularly Provision for pupils in wheelchair to remain safe if lock down required (eg if unable to get under desk)	Headteacher, Resources Committee, SENDco	Summer 2021