



Accessibility Plan

1. Introduction:

At The Arches Community Primary School, we are committed to providing an inclusive environment where all pupils, staff, parents, carers and visitors can participate fully in school life. We recognise our responsibility to remove barriers to learning and participation and to promote equality of opportunity for all.

We are committed to ensuring that all pupils can access and participate in all aspects of school life and achieve their full potential. Through this Accessibility Plan, the school aims to identify and eliminate barriers and continuously improve accessibility across the school community.

This policy reflects the school's values of inclusion, equality, respect and high aspirations for every child. This Accessibility Plan has been produced in accordance with Schedule 10 of the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years. The school is committed to making reasonable adjustments to ensure that disabled pupils, staff, parents and visitors are not disadvantaged. This plan should be read alongside the school's SEND Policy, Health and Safety Policy and relevant safeguarding and premises management procedures.

2. Definition:

Our accessibility plan includes accessibility for all including a person who is considered disabled under the Equality Act 2010 if they have:

"A physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

This may include:

- Physical disabilities
- Medical conditions
- Sensory impairments
- Autism Spectrum Condition
- ADHD
- Speech, Language and Communication Needs
- Mental health difficulties
- Learning difficulties and disabilities

3. Aims:

The school aims to:

- Ensure all pupils can participate in the curriculum.

- Improve the physical environment to enable all pupils to take better advantage of education, facilities and services.
- Improve the availability of accessible information for pupils, parents, carers and visitors.
- Foster good relations and promote equality of opportunity.
- Ensure reasonable adjustments are made where required.

4.Roles and Responsibilities

Governing Body

The Governing Body will:

- Approve and review this plan as necessary.
- Monitor implementation.
- Ensure sufficient resources are allocated.
- Promote compliance with equality legislation.

Headteacher

The Headteacher will:

- Ensure implementation of the plan.
- Promote inclusive practice.
- Report progress to governors.
- Ensure accessibility is considered in strategic planning.

SENDCo

The SENDCo will:

- Coordinate provision for pupils with SEND and disabilities.

Advise staff regarding reasonable adjustments.

- Support accessibility audits and reviews.
- Liaise with families and external professionals.

Staff

All staff will:

- Promote inclusion.
- Follow agreed reasonable adjustments.
- Identify barriers to participation.
- Support pupils in accessing all aspects of school life.

5. Access to the Curriculum

The school will:

- Provide a broad and balanced curriculum for all pupils.
- Use adaptive teaching approaches.
- Differentiate learning activities appropriately.
- Use assistive technology and specialist equipment where required.
- Ensure assessments are accessible.
- Support participation in educational visits and extra-curricular clubs.
- Ensure SEND support plans and EHCP outcomes inform classroom practice.
- Provide staff training relating to inclusion and accessibility.

6. Physical Environment

The school will seek to:

- Maintain accessible entrances and routes.
- Ensure classrooms and learning environments are accessible.
- Provide accessible toilet facilities.
- Ensure evacuation procedures meet individual needs.
- Develop Personal Emergency Evacuation Plans (PEEPs) where required.
- Improve signage and navigation around the site.
- Consider accessibility requirements during maintenance and developments.

7. Accessible Information

The school will:

- Provide information in alternative formats where required.
- Use visual support, symbols and assistive technology when appropriate.
- Provide large print documents upon request.
- Make reasonable efforts to ensure website accessibility.
- Use clear communication methods with families.
- Make clear to parents/carers that information is available in other formats e.g. braille, large print and other languages.

8. Monitoring and Review

The Accessibility Plan will:

- Be reviewed every three years.
- The Accessibility Action Plan is constantly under review and monitored by the Governing Body.
- Be published on the school website.

