

Cam Hopton Church of England Primary School (Voluntary Aided)

Life in all its fullness

Accessibility Policy and Plan

Document History

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This policy is to be reviewed in line with other related policies and any other documentation from the DfE, Ofsted and Gloucestershire Diocese.

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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.

At Cam Hopton we are committed to providing a safe, positive environment where individuals are happy and resilient learners and the best they can be.

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, 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

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

Target	Strategies	Timescale	What will success look like?
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps at exits and entrances • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	As identified	• Pupils, staff and parents/carers have full access to and safe exit from all areas of school • Personal Emergency Evacuation Plan (PEEP)s are prepared and reviewed as individual needs change
Ensure that fire exits around school that are suitable for people with a disability	• Fire exits in all classrooms are in good working order • Fire exits from the communal areas of the school e.g. hall are accessible • External walkways linked to fire exits are wheel chair accessible	As Identified	• All disabled staff, pupils, parents and carers have safe exits from school.
Maintain access to the curriculum for pupils with a disability	• Our school offers an adapted curriculum for all pupils and an alternative curriculum for others as needed. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities and differences. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils.	Daily	• Pupils are able to access the curriculum with their peers and learning is not disrupted

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Safeguarding and Child Protection
- Risk assessments
- Health and Safety policy
- Special Educational Needs (SEN) offer
- Supporting pupils with medical conditions policy

Cam Hopton CE Primary School is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This school aims to serve the community by providing high quality education and promoting Christian Values.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The main part of the school building has two storeys, linked with stairs, a sloping paths and a flat walkway. The walkway is lined along one side by the school building and on the other railings	Create PEEPS for hall and classrooms for children with access difficulties. Always have vigilant adult if child in a wheel chair going down slopes If using wheelchair avoid exiting, entering the hall along the walkway (turning area is too tight). Use main entrance/exit to school and side gate to playground.	BH Responsible adult	When needed
Corridor access	Wide corridors in the main part of the building with no access issues.			
Lifts	N/A	Investigated with occupational health and not needed	BH OT	
Parking bays	No marked access bay. Car Park is part of local council land	Approach the Local Council to mark an area and extend useful parking spaces if needed	BH Resources Committee	
Entrances	Entrances to school, playground and classrooms suitable. Entrance to hall hindered by	If in wheelchair, use alternative entrance to the hall	BH Responsible	As needed

	width of pathway.		adult	
Ramps	There are no fixed ramps in the school. The school has a portable ramp to allow exit/access for a wheel chair user to outdoor classrooms.	Consider building permanent ramps to and from outdoor classrooms.	BH Resources Committee	July 24
Toilets	Immediate access to children's toilets in all but one classroom. Child needs to come out of the class, onto the playground and through a door to the main building to access toilets. Flat access to 'Accessibility' toilet from top floor classrooms.	Use ramp if necessary. Use traffic light system for difficulty with movement. Where possible support child(ren) to use stairs from classroom to access toilet. Review the suitability of the Elliot buildings for longer term accessibility.	BH Responsible adult Resources committee	As needed
Reception area	Wide, modern foyer No access issues			
Internal signage	Clearly visible exit signs		Site Manager	
Emergency escape routes	Escape routes are marked within school. Escape route from the hall for a wheel chair user would have to be through the main reception door.	Create PEEPS for hall and classrooms for children with access difficulties.	BH	As needed