

Accessibility plan

Upton-upon-Severn CofE Primary and Pre-School



Approved by: Governing Body

Date: September 2024

Last reviewed on:

Next review due by: Autumn 2027
(Every 3 years by
GB)

Aims

The aim of this policy is to outline how Upton Upon Severn Primary School ensures:

- An increase to the extent to which disabled pupils can participate in the curriculum
- Reasonable adjustment of the physical school environments enables disabled pupils to take better advantage of education, benefits, facilities and services provided
- Reflection on how accessible information to disabled pupils is made available

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.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Action plan

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

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include liaison with specialists, CPD for staff, a differentiated curriculum, and specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete action	Success criteria
To liaise with pre school providers to prepare for the new intake of children into foundation each year	Preschool questionnaire includes questions about SEND	To identify pupils who may need adapted or additional provision	Ensure any PSF information or indicators from parents are followed up	Preschool manager, SENDCO, HT	Within first term of the child starting preschool	100% of indicators or known SEND children are identified and support put in place within the first term.
To liaise with educational establishments to prepare for the intake of new children who transfer within year	Good relationships established with local establishments.	To identify pupils who may need adapted or additional provision	Follow up new intake previous establishments	Teachers, SENDCO, HT	Within first half term of new student starting	100% of paperwork for children transferring within year is successfully followed up within the first half term.
To review policies to ensure that they reflect inclusive practice and procedure	Policies are updated at their anniversary	To comply with the Equality Act 2010	Governors to annually read through policies to ensure they reflect current practice	HT SLT, Governors	Annual schedule	100% policies clearly reflect current, inclusive practice and procedure
To establish and maintain close liaison with parents	Staff available at the end of each school day. Parents regularly invited into school Year group email set up for easy access. SENDCO is available at all parents' evening	To ensure collaboration and information sharing between school and families.	Further events in the calendar	HT and All staff	Throughout the year.	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning

To establish and maintain close liaison with outside agencies for pupils with additional needs	All contact followed up with outside agencies.	To ensure collaboration between all key personnel	Attend regional SENDCO meetings to ensure contact with key outside agency staff is maintained.	HT/SENDCo, all teaching staff and outside professionals	Ongoing	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision	Contact made with external providers to ensure that access does not exclude any of the cohort visiting	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Research a range of visits, extracurricular provision so that all children can readily access all activities.	Teachers, SENDCO, HT	Throughout the academic year.	Evidence that appropriate considerations and reasonable adjustments have been made

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete action	Success criteria
Improve the physical school environment	Regular health and safety checks taken to ensure that current facilities are in good condition Health and safety and the needs of individuals discussed weekly at staff meetings	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Discussion with parents where needs are newly identified.	HT, site manager and governors	Ongoing	Evidence that appropriate considerations have been made wherever physical school improvements are carried out
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Personalised risk assessments and access plans for individual pupils created.	Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are	Training needs are identified and addressed in a timely manner. New information about evacuation procedures are communicated successfully.	HT, SENDCo, all teaching staff and site manager	Ongoing	As fully as possible inclusion for all pupils. Safe evacuation in an emergency.

		capable of carrying them out.				
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Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete action	Success criteria
To enable improved access to written information for pupils, parents and visitors	Exam Access allowance assessments conducted in a timely manner	Offer information in alternative formats – translators, scribing, adult support to read letters etc. Access arrangements are considered and put into place for statutory testing	Ensure access requirements for parents and carers are clearly identified.	HT, teachers, SENDCO, admin team	Ongoing	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Good relationships established and maintained with parents and carers	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ensure the option of reasonable adjustments for parents and carers is made clear.	HT, teachers, SENDCO, admin team	Ongoing	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.

