



CONWAY PRIMARY SCHOOL

ACCESSIBILITY PLAN 2023-2025

Approved by:

A white rectangular box containing a handwritten signature in black ink. The signature appears to be 'John'.

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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.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities and services provided or offered by the school
- c. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

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

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our 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 resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</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>Ensure there are learning resources (books etc) that show positive examples of people with disabilities in a positive light.</p> <p>Assemblies will, at times, focus on disability (linked to our Values). E.g. Anti-bullying week – Nov2018</p> <p>Continue to look to invite people with disabilities to speak to the children (e.g.links with sports groups)</p> <p>Staff to plan trips/visits which will be accessible for their whole year group</p> <p>Seek advice from Physical and Sensory Support team/ Greenwich risk management as necessary</p>	<p>SLT</p> <p>Class teacher</p> <p>Educational Visits Co-ord.</p> <p>Special Needs Coordinator</p>	Ongoing	Children with SEND are not excluded from activities
To ensure all school trips and Residential trips need to be	Trips and visits planned in accordance of Education visit policy.	Monitor the trips in line with policy and ensure all children are included in	Class teacher Educational	ongoing	Children with SEND are not excluded from activities.

accessible to all pupils	All trips and visits planned in line with accessibility of all children. Advice sought from or outside agency if unsure.	trips.	Visits Co-ord. Special Needs Coordinator DSL		
To be aware of the access needs of disabled children, staff, governors and parents, carers	Access plans and risk assessment are in place.	To monitor access plans/Risk Assessments/Personal Evacuation Plans for individual disabled children To ensure parents, staff, visitors and governors can access key areas of the school eg. those used for meetings, ask for feedback with regards to any problems with access to any areas of the school – ask for feedback from	Business manager DSL SENCO	As required	Individual plans are in place for disabled pupils and all necessary persons are aware of pupils' needs. Parents/staff/visitors/governors continue to have full access to all areas of the school. Key stage 1 and 2 classes are on the first and second floors not accessible to wheelchair users people unable to go up/down stairs. We are able to make alternative provision for classrooms by switching year groups with ones currently on ground floor or using our outside classrooms.
Ensure all persons are fully aware of disability issues.	Homework – Tasks differentiated 3 ways within class groups and individual tasks for SEND children.	Review staff training as necessary. Look to ensure that our curriculum is as inclusive as possible with particular focus on PE and sports Homework and lessons should be differentiated and carefully planned.	Business manager SLT DSL SENCO	ongoing	Staff prepared and informed about how best to meet individual needs All children engaged and included in learning.

Consider and plan for transition for any pupils with SEND from Rising stars to nursery, Rec to KS1, KS1 to 2 and KS2 to secondary school.	Transition plan in place for SEND pupils: Nursery to reception Reception to year 1 Year 1 to 2 Year 2- 3 etc. Year 5 or 6 to secondary school.	Transition books updated at end of each year. Meetings and rooms considered in relation to maintain inclusive practices	Business manager SLT DSL Governors SENCO Outside agencies	Ongoing	Children who join Conway with SEND or who may during their time at school develop SEND are able to stay until year 6. Transition points managed smoothly for SEND pupils.
Improve and maintain access to the physical environment	Ensure all new works completed on the premises reflects the needs of disabled users This includes: <ul style="list-style-type: none"> • Ramps • New equipment • Corridor width • Disabled toilets and changing facilities • Outside areas and grounds 	DDA compliant: handles Signs Playground equipment Rooms on ground floor for wheel chair access. Site manager to monitor regularly and ensure removal of obstructions to footpaths Liase with parents to help identify any pathways around the school that are difficult to access.	Business manager Premises assistant	ongoing	All changes to the premises reflect the needs of disabled users. Footpaths/gateways etc. are kept clear and there are no obstructions for disabled users.
Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> <ul style="list-style-type: none"> • <i>Internal signage</i> 	<i>Ensure methods of information is monitored and updated. This includes:</i> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print</i> 	Business manager DSL SENCO Premises	Ongoing	Systems in place and updated on a regular basis.

	<ul style="list-style-type: none"> • <i>Large print resources</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 	<p><i>resources</i></p> <ul style="list-style-type: none"> • <i>Induction loops</i> <p>Pictorial or symbolic representations</p>	assistant		
Improve the representation of a diverse work force	Work force at present consists of a wide range of staff with regard to race, gender and disability.	<p>Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.</p> <p>Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed</p> <p>Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.</p> <p>Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training</p>	Headteacher Business manager Governors	Ongoing	Systems in place and updated on a regular basis.

		<p>evaluation data will show that 100% of those attending have a good understanding of the legal requirements</p> <p>Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by July 2023, to help address the under-representation of people with disabilities in the school workforce.</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 Headteacher

5. 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
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- School Brochure/ prospectus and Vision Statement

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	4			
Corridor access	Stairs and Ramps			
Lifts	N/A			
Parking bays	N/A			
Entrances	1 x Normal Access 2 x Wide Access			
Ramps	3 – Main Entrance & 2 side Doors			
Toilets	Disabled Toilet Available – Ground Floor			
Reception area	2 x Normal Access Doors			

Internal signage	Large Print Signage			
Emergency escape routes	Wide Access Doors Large Print Signage			