



Aim

The purpose of this policy is to ensure that the School complies with its duties under the Equalities Act 2010, formerly the Disability Act 2001, to have in place a written Accessibility Plan.

The School is required to prepare an Accessibility Strategy and Accessibility Plan for increasing the accessibility of the School over time for disabled pupils by:

- Increasing the extent to which disabled pupils, stakeholders and the community can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils, stakeholders and members of the community to take better advantage of education, benefits, facilities and services provided; and
- improving the delivery to disabled pupils, stakeholders, and members of the community of information which is readily accessible to pupils, stakeholders and members of the community who are not disabled, i.e. written material.
- Implementation Increasing Access to The Federation of Burley and Sopley Primary Schools aims to provide high quality, challenging and stimulating teaching, which is matched to the differing needs of our children. The School aims to be inclusive by continually reviewing what we do to ensure that children fulfil their potential regardless of Special Educational Needs (SEN) or disability (collectively, SEND):
- Curriculum planning and lesson planning take account of the needs of particular classes of pupils, including SEND;
- Staff and Governors review the SEND Policy annually;
- The Governing Body receives a report termly from the Inclusion Manager;
- Equalities, including access by disabled pupils, are a standard agenda item for all Full Governing Body meetings; and
- The Governing Body considers data on achievement and attainment relating to SEND pupils.

Improving Access to the Physical Environment of the School

The School is currently located on two sites. Burley Primary School is on one level, Sopley has two rooms and an upper level with both having appropriate wheel chair access into and around the school buildings, and are otherwise compliant with the School's obligations in relation to access. The Governing Body understand that compliance must be kept under review and modifications may be necessary to accommodate the particular needs of individual pupils or potential pupils. Improving access to written information The School embraces the requirements of the legislation in terms of improving access to written information. The School has the ability to produce key documents for pupils and/or parents in appropriate fonts and print styles. The website allows for "high contrast" viewing and the School has access to printing Braille via the LA. This plan should be read in conjunction with the following policies which underline the School's commitment to equal access and opportunity :

- Equalities Policy
- Equalities Employment Policy
- SEND Policy
- Health & Safety Policy
- Behaviour Policy
- Anti-Bullying Policy
- Whistleblowing Policy

The Governing Body believes that the School is adopting an appropriate strategy for meeting the obligations under the Act.

Accessibility Plan Objectives

The Governing Body acknowledges that it is a requirement that the School's accessibility plan is resourced, implemented and reviewed and revised as necessary. The attached plan sets out the accessibility objectives which the Schools have identified for the period 2019-2222

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- To ensure classrooms are optimally organised for disabled pupils/adults
- Ensure that lesson plans are devised in a way that all learners can access the curriculum and achieve their learning objectives
- Pupils with disabilities have access to school trips irrespective of attainment or impairment