



# Accessibility Plan

Adopted by the Governing Body of  
Steeple Morden Primary School

*This policy is to be reviewed:* ..... *Spring 2025* .....

*The next review date is:* ..... *3 years* .....

*Review is the responsibility of:* ..... *Headteacher* .....

## REVIEW HISTORY

*Reviewed*

*Ratified at FGB 23 March 2022*

*Signed:* .....  .....  
*Chair of Governors*

*Dated* ..... *23 March 2022* .....

*Signed:* .....  .....  
*Headteacher*

*Dated:* ..... *23 March 2022* .....

## 1. Aims

Schools are required under the Equality Act 2010 to have equality objectives and 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.

### Equality Objectives

Steeple Morden Primary School is committed to promoting the welfare and equality of all its staff, pupils and other member of the school community. To achieve this, the school has established the following objectives:

- Plan and monitor the curriculum to ensure it results in good outcomes for pupils identified as vulnerable in respect of not being prepared for the next stage of their education
- To develop pupil knowledge of equality and diversity by embedding it within our school ethos, SMSC curriculum and PSHE curriculum
- To embed the British value of tolerance (mutual respect and tolerance of those with different faiths and beliefs and for those without faith)

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.

### Accessibility Action Plan

Steeple Morden Primary School aims, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. Our Accessibility Plan contains relevant actions to:

- **Increase access to the curriculum** for all pupils with a disability by making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are equally prepared for their next stage in education. This 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. It also covers the provisioned specialist aids or equipment which may assist these pupils in accessing the curriculum.
- **Improve access to the physical environment** of the school through reasonable adjustments to the internal or external organisation of working spaces or access to the building.
- **Improve the delivery of written information** to pupils, staff parents / carers and visitors with disabilities. Examples may include handouts, textbooks, timetables and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2020, including understanding disability issues

*As a Cambridgeshire County Council school we follow their health and safety guidance, we take advice from LA Special educational Needs and Disability team and we work collaboratively with other local schools.*

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including consulting parents, staff and governors at the school.

## 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 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.

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	Strategy	Intended Outcome	Timescale	Impact
To provide training for all staff and governors on equality and diversity	Specific staff INSET relevant to current school and local community Feedback to Governors.	All staff and governors aware of their responsibilities in ensuring equality duty compliance	Oct 21 – Oct 22	
To narrow the post-lockdown gap in core skills (reading, writing and maths) for all pupils	Monitor attainment and progress of PPG pupils and those who have fallen behind due to Covid-19. Deliver support and opportunities to address barriers to learning.	Increased number of pupils working at ARE in all classes compared to July 2020. PPG pupils making good progress in line with their non-PPG peers.	Sept 21 – July 23 (review July 22)	
To promote understanding and respect for difference	Identify opportunities within the curriculum to study other cultures, countries and beliefs. Seek opportunities to study famous and inspiring people from various ethnic backgrounds and with a variety of abilities. Ensure images of people from different ethnicities and abilities are visible around school. Use RE teaching to develop understanding of different faiths. Through assemblies and PSHE lessons, develop understanding of tolerance and acceptance.	Children demonstrating tolerance in respect for other views and experiences. Children able to manage disagreements appropriately and without negative remarks. Children demonstrating a greater understanding of different cultures and lifestyles.	Ongoing (review July 22)	
To improve parental understanding of the schools approach to behaviour management and inclusion	Review and re-write Behaviour policy with input from parents/carers, pupils and all staff.	All stakeholders able to articulate the school approach to behaviour management and	Dec 21 – June 22 (policy review Jan/Feb 22)	

	Focus on positive reinforcement and preventative measures alongside proportionate sanctions.	understand how positive behaviour is reinforced.		
To ensure all pupils are able to access learning and wider curricular opportunities regardless of disability or additional needs	Audit of SEND needs across the school to ensure adequate adjustments are in place. Discuss with parents/carers and pupils. Consider and support individual needs should Remote Learning become necessary.	All children demonstrating engagement with the curriculum and wider opportunities regardless of additional needs. Children and parents reporting appropriate access arrangements.	Jan 22 – July 22	
To ensure school information is accessible to all	Review communication methods and frequency to enable all parents/carers are able to access key messages and information.	Parents and carers able to access key information and increase engagement with the school.	Jan 22 – Sept 23	

#### 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 Full Governing Body.

#### 5. Links with other policies

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

- Equality & Diversity Policy
- Health & Safety Policy
- SEND Policy and Report
- First Aid and Supporting Pupils with Medical Conditions Policy
- Public Sector Equality Duty Statement