



Wolborough CE Nursery and Primary School

ACCESSIBILITY POLICY

Including Disabled Access and Inclusion

1.0: School Aims

1.1 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

1.2 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.

1.3 Wolborough CE Nursery and Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

1.4 The plan will be made available online on the school website, and paper copies are available upon request.

1.5 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

1.6 The school supports any available partnerships to develop and implement the plan.

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

2.0: Legislation and guidance

2.1 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](#).

2.2 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.

2.3 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.

2.4 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.

3.0: Other Related School Policies

3.1 Equality for disabled pupils may not be included as an explicit aim in all of the school's policies but consideration is always given to ensuring access for all where possible. Wolborough CE Nursery and Primary School will make 'reasonable adjustments' for pupils with disabilities.

4.0: School Strategies

4.1 Wolborough CE Nursery and Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies include:

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate as much as possible
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- Devising teaching strategies which actively promote participation of pupils with disabilities
- Planning the physical environment of the school to cater for the needs of pupils with disabilities
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- Providing written information for pupils with disabilities in a form which is user friendly.
- Ensuring that there are positive representations of people with disabilities in real life and in the school's resources

4.2 There is a statutory obligation to consult with disabled user groups and other stakeholders. There is also an obligation to collect data to ensure disabled users and pupils are accessing their full entitlement and to feed the results of these consultations into an action plan.

5.0: Actions To Ensure Equality For Pupils With Disabilities

5.1 The Accessibility Action Plan, alongside the School Development plan to ensure improvements to access wherever possible.

5.2 The policy and targets will be made known to all staff, pupils and parents.

5.3 The impact of the Plan will be reviewed annually by SLT and Trustees and will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).

6.0: Monitoring

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

6.2 It will be approved by the governing body and head teacher.

Date of review: APR 24

Date of next review: APR 27