

EXCALIBUR PRIMARY SCHOOL

ACCESSIBILITY PLAN

The Accessibility Plan in respect of Excalibur Primary School has been discussed and adopted by the Governing Body

Chair of Governors : *Gail Whittingham*

Head Teacher: *Juliet Jones*

Ratified at the meeting of Full Governing Body on: 5th February 2024

To be reviewed February 2027

Accessibility Plan

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.

At Excalibur School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

- The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the SEN and Disability Act (2001) and the 2005 DDA. We will consult with the school community to identify barriers to inclusion and establish a Single Equality Scheme to improve outcomes for members of our school community.
- This school promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.
- We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities and /or Special Educational Needs
- We will prioritise sufficient resources to support the actions identified in this plan

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

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

The school support 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.

We have included range of stakeholders in the development of this accessibility plan, including staff, pupils and governors of the school.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department of 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 and hearing, and long term health conditions such as asthma, diabetes 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 adjustment to the premises.

Action Plans

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

Aim	Current Good Practice	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
Increased access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> - Our school offers a differentiated curriculum for all pupils. - We use resources tailored to the needs of pupils who require support to access the curriculum. - Visual prompts and resources including visual timetables are used to facilitate access for all pupils deemed to need them. - Continue to use and develop a range of learning resources that are accessible by pupils with different disabilities. - Use technology to support individual needs if required. - Subject leaders, SENCo and teacher review the resources in the curriculum areas and ensure that they meet the needs of all pupils within the school. - Curriculum progress is tracked for all pupils: including those with disabilities by the teachers and SLT during the pupil progress meetings and by the governors in the Curriculum and Standards committee meetings. - Targets are set effectively and are appropriate for pupils with additional needs. - The curriculum is reviewed by the SLT, teacher and SENCo during SEN meetings to ensure that it meets the needs of all pupils. 	<ul style="list-style-type: none"> - Continue to use opportunities to show images of artists/ sports personalities who have disabilities in a positive light to promote that there is no barriers to achievement. - Invite people with disabilities into school 	Subject Leads	July 2024	

	<ul style="list-style-type: none"> - Targeted intervention to support emotional well-being in the Nurture provision. - Through PSHE teaching differences are discussed and promoted. - Excalibur is a 'No Outsiders' school. This promotes equality and diversity. - Staff who work with pupils with disabilities receive appropriate training. This enables staff to feel secure in meeting the needs of the pupil. - Medical care plans and risk assessments are undertaken as required and take full account of the needs of the disabled pupil. - Liaison with parents/carers, ahead of school trips and residential visits, to ensure of every child's inclusion. This could include adaptation of the trip or visit. - During sports week children participate in wheelchair basketball and blind football to promote disabilities in a positive light. - Curriculum resources include positive examples of people with disabilities. 				
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> - Wheelchair access to the school is provided through the front door. - The front reception desk has a lower counter area at 800mm height. 	<ul style="list-style-type: none"> - Wheelchair access to the Pre-school and year 3 to year 5 fire exits via external ramps. - Disabled parking bay at the front of school in the carpark near to the front door. 	Y Hilditch (SBM) D Pickin (Site Manager)	July 2025	<ul style="list-style-type: none"> - Wheelchair access, via fire exits, from all classrooms has been achieved. - Disabled bays with correct markings are useable at the front of school.

	<ul style="list-style-type: none"> - Wheelchair access to the year 1 and 2 classroom through front door and fire exits. - Wheelchair access from the school to the playground is via gradual ramps from the key stage 2 corridor door, the double toilet access doors and the year 6 fire door. - Wheelchair access to the Foundation Stage classroom and outdoor area is gradually ramped from the gate so that there are no steps or thresholds. This enables wheelchair access to the teaching area and vice versa. - Corridor widths are adequate for disabled person access. - All corridors are fitted with double doors opening in both directions - All classroom doors are wide enough for disabled access - Disabled toilet is available for disabled staff and pupils in the main school and in the mobile classroom. - Shelving and cupboards within the classroom are wheelchair-accessible height. - Adapted specialist furniture provided to meet individual needs. 				
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure that information is accessible. This includes:</p> <ul style="list-style-type: none"> - Pictorial and symbolic representations around school and in the classroom for children with communication difficulties 	<ul style="list-style-type: none"> - Access to translators or sign language interpreters to be offered if required. 	All staff	July 2024	

	<ul style="list-style-type: none"> - Large print resources for pupils that are visually impaired - Audio equipment to enable individual amplification - Simplified language on worksheets and resources when needed. - After school clubs are fully inclusive and promote participation and independence of pupils. - All parent letters and newsletters are provided electronically via parentmail and are downloadable from the school website as well as being available as paper copy. - All parent letters and newsletters are in clear print and simple English - The school office will support and help parents to access information and complete school forms. - The use of matt laminates or no laminates in and around school for all notices and resources for the visually impaired. 				
--	--	--	--	--	--

Monitoring Arrangements

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

Links with other policies

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

- Health and Safety Policy (CMAT)
- Premises Management Policy
- Special Educational Needs and Disability Policy
- Behaviour Policy
- Positive Handling Policy
- Admission Policy
- Complaint Policy
- Anti-Bullying Policy

