



## **Gerrans School**

**(part of The Roseland Multi Academy Trust)**

# **Accessibility Plan**

**(Statutory)**

**Approved:** Autumn Term 2019

**Next Review:** Autumn Term 2020

### **Equality Impact Assessment - Policy Review**

**In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.**

## **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

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

## **Key Aims**

Tregony Community Primary School aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- To increase and eventually ensure for pupils/students with a disability that they have
- Total access to our setting's environment, curriculum and information
- Full participation in the school community.

## **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.

## **Definition of disability**

A person has a disability 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 carry out normal day-to-day activities.

## **Increasing Access for disabled pupils to the school curriculum**

This includes teaching and learning and the wider curriculum of the school such as participation in school clubs, leisure and cultural activities or school visits.

**Improving access to the physical environment of the school**

This includes improvements to the physical environment of the school and physical aids to access education.

- Slopes to external areas
- No steps within the building
- Corridors and toilets wide enough for wheelchair access
- Access to quieter areas within the fabric of the building
- Equipment purchased or hired as required to aid learning and/ or comfort eg walkers, dining chairs, writing slopes, etc

**Financial Planning and control**

The Executive Leadership Team will review the financial implications of the Accessibility Plan as part of the normal budget review process.

## Accessibility Action Plan 2019

Compliance with the Equality Act				
Accessibility Outcome	Action	Who is responsible	Long, medium or short-term	Time Frame
Website SEN compliant	<ul style="list-style-type: none"> <li>Accessibility Plan</li> <li>SEN Information Report Review</li> <li>Local school offer</li> </ul>	Julie Elvy, Headteacher	Short-term - Reviewed and uploaded annually	Once an academic year

Access to the Physical Environment - Statutory				
Accessibility Outcome	Action	Who is responsible	Long, medium or short-term	Time Frame
Make entry button more obvious	Clearer signage as to which button signals to reception or a cover on the unused one	Julie Elvy, Headteacher	Long-term	Actions will take place when the time is necessary
Securing school building	Fire doors in the Hall	Julie Elvy, Headteacher to discuss with MAT Site Supervisors	Unknown	More information required regarding works, will review in the next academic year

Access to the curriculum - statutory				
Accessibility Outcome	Action	Who responsible	Long, medium or short-term	Time Frame
Ensuring correct and/or alternative provisions are in place to ensure participation in the wider realms of school life	Support available to parents to support their child with both learning and emotional development.	Julie Elvy, Headteacher  Class Teachers and Parent Support Advisor	Short-term	Reviewed annually

<b>Access to information advice and guidance - statutory</b>				
<b>Accessibility Outcome</b>	<b>Action</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>
Useful links on school website	Continually updated as per statutory information	Julie Elvy, Headteacher	Short-term	Reviewed in line with statutory updates.

<b>Ensuring inclusion in the school community</b>				
<b>Accessibility Outcome</b>	<b>Action</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>
Greater opportunities to include parents in their child's learning along with the school	Additional events planned throughout the year	Julie Elvy, Headteacher	Long-term	Ongoing
	Advertise school achievements and events	Tracy Hooper, Secretary		