Sires Hill
PRIMARY ACADEMY

# Three Year Accessibility Plan

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

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PRIMARY ACADEMY

**Policy Review Information:**

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| **Policy** | SHPA Three Year Accessibility Plan |
| **Review schedule** | Every 3 Years |
| **Statutory Policy** | Yes |
| **Policy owner** | Executive Principal |
| **Lead Reviewer** | SENDCo |
| **Approver and date of last approval** | Executive Principal, October 2026 |

| **Key review dates** | **Changes made** |
|---|---|
| 09/2018 | Written by A Ashcroft for period 2021-2024 |
| 02/2023 | Template taken from DPA pre Sep ’23 opening |
| 09/2023 | Appendix included tailored to current building access requirements |
| 02/2024 | Changes made to accurately reflect numbers of toilets and parking spaces. |
| 10.2026 | A Ashcroft ongoing review to ensure accessibility. |
| Nex review September 2029 | |

Sires Hill
PRIMARY ACADEMY

**Contents**

1. Aims .....3
2. Legislation and guidance .....3
3. Action plan .....5
4. Monitoring arrangements .....10
5. Links with other policies .....10

## 1. 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.

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 including Oxfordshire Local Authority.

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 a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and board members.

## 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 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.

This policy complies with our funding agreement and articles of association.

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**3. Action plan**

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

| Aim | Current good practice<br>*Include established practice and practice under development* | Objectives<br>*State short, medium and long-term objectives* | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| Increase access to the curriculum for pupils with a disability | *Our school offers a differentiated curriculum for all pupils.*<br>*We use resources tailored to the needs of pupils who require support to access the curriculum.*<br>*Curriculum resources include examples of people with disabilities.*<br>*Curriculum progress is tracked for all pupils, including those with a disability.* | Children with additional needs to make good progress<br>Children to have the appropriate resources/facilities to access all learning | SENDCo to monitor inclusion of all children in all lessons.<br>Discussions at staff meetings.<br>SENDCo to continue to support staff advising on specialist support when needed.<br>School to be aware of support services available. | Executive Principal<br>All staff | ongoing | All children to be able to access learning.<br>Staff to ensure that actions are taken to accommodate medical and physical needs of a pupil. |

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| | *Targets are set effectively and are appropriate for pupils with additional needs.*<br>*The curriculum is reviewed to ensure it meets the needs of all pupils.* | | SENDCo to look at new school admissions and plan how we can accommodate their needs.<br>Transition to new class teachers and arrangements to support specific learners. | | | |
| Improve and maintain access to the physical environment | *The environment is adapted to the needs of pupils as required.*<br>*This includes:*<br>• *Wide corridors*<br>• *Wide doorways*<br>• *Lift to access second floor*<br>• *Disabled parking bays* | Children and adults are able to access all areas of the school.<br>Personal Evacuation Plans, Medical Plans to be reviewed regularly. | Ensure disabled parking bays are kept for this purpose.<br>Regular training from staff on use of equipment<br>SENDCo to contact outside agencies for support for specific needs. | Bethan Gorsuch<br>Executive Principal<br>All staff | Ongoing with regular reviews in place | Children and adults have access to all facilities in school. |

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| | • *Disabled toilets*<br>• *Library shelves at wheelchair-accessible height* | | Health and safety audits carried out.<br>Specific children and adults to have Personal Evacuation Plans. | | | |
| Improve the delivery of information to pupils with a disability | *Our school uses a range of communication methods to ensure information is accessible. This includes:*<br>• *Internal signage*<br>• *Large print resources*<br>• *Braille (if needed)*<br>• *Sound field systems in some classrooms*<br>• *Pictorial or symbolic representations* | Children and adults to be able to access all areas of school.<br><br>Access to all subjects and resources. | Children to have their own learning needs met as part of their EHCP's or SEN Pupil Profiles.<br>Outside agencies to recommend resources etc.<br>Sign language and pictorial symbols used to support specific learners. | SENDCO<br>Executive Principal<br>All staff | Ongoing and specific needs reviewed 3x a year as part of SEN process | The school is accessible to everyone. Teaching and environment is adapted to meet individual needs. |

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**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 Executive Principal.

**5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy