



Walsh Memorial CE Infant School

The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

Accessibility Plan Autumn 2019 – Autumn 2022

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
- To be mindful of the needs of staff, parents and carers, governors and visitors to the building

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.

Our vision

The actions of St Peter inspire our three golden words: community, love and perseverance. Our school community like St Peter, aims to serve God. It strives to create a school family in which pupils are educated and inspired through a love and understanding of God each other and our world.

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 with Surrey County Council 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 a range of stakeholders in the development of this accessibility plan, including staff, visitors and governors of 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 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.

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 <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|---|--|---------------------------|------------------------------------|-------------------------|
| Increase access to the curriculum for pupils with a disability | Support provided for child and family in a timely manner | Homework club provided for those unable to complete at home | Ensure child has access to homework club if required | HT | On-going | |
| | | When required furniture and equipment is selected and adjusted following consultations and recommendations of external agencies and the SENCo | When required seek external agency support | SENCo | On-going when needed | |

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|--|---|--|---|-------|------------------------------------|--|
| | | Ensure all staff aware of disability and the implications before the child starts school | Meetings with parents and external agencies before child starts | SENCo | Before the child starts school | |
| Improve and maintain access to the physical environment | Considerable effort is made to ensure all activities during the school day or after the school are accessible to all members of the school community. | To be aware of any capital project or government initiative to enlarge the small classrooms | | SBM | On-going | |
| | We have good facilities for disabled people e.g. large access toilet and low level buzzer on entry. | Increase access to EYFS with a ramp into outside area and Year One and Two exits. | If need ever arises | SBM | Budget 2020-2021 on a rolling plan | |
| | We have a designated parking bay when required | | | | | |
| Improve the delivery of information to pupils with a disability or parents with a disability | Information requests for deaf parents provided and sign language interpreter sought | For parents with a disability the newsletter and all correspondence could be printed in larger font e.g. if vision impaired. | | Admin | Immediately | |
| | Information provided in several different formats e.g. verbal to ensure all parents understand | | | | | |
| | For those parents unable to access IT equipment school provides the access and guidance e.g. when applying for a school place. | | | Admin | Immediately | |

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 Governing Body. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

5. Links with other policies

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

- Risk assessment Policy
- Health and safety Policy
- Equality Policy
- Special educational needs (SEN) Policy
- Supporting pupils with medical conditions policy