



DAME CATHERINE  
HARPUR'S SCHOOL

## Accessibility Plan

Headteacher signature	L Harvey
School Governance Signature (Chair of Management Team)	Amanda Harmer / Salli Gosling
Date of latest review	November 2022
Regularity of review	Every 3 years

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## 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 word ‘include’ is central to our vision, with our vision statement being ‘Include Ignite Innovate.’

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.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

## 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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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.



AIM	CURRENT GOOD PRACTICE Established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>• Level access is provided via KS2 entrance (compliant level threshold) which then offers level access to all teaching and learning spaces.</li> <li>• Accessible WC is available</li> <li>• Disabled parking is available within the playground as required</li> <li>• Shelving at low level is available in the library space, and current / relevant learning resources are made visible and accessible</li> </ul>	<p>Ensure access to all learning environments including garden.</p> <p>Ensure that the village hall, which is used for PE is accessible</p>	<p>Review outside learning areas as these are further developed for younger children.</p> <p>Enhance current play provision in garden and courtyard areas to widen inclusivity.</p> <p>Continue to ensure that there is good liaison between the school and the village hall committee so that we are up to date should there be any changes which might impact on equal access.</p>	SMT	Summer 2023	Completion of outside areas and development of resources
Co-curricular / visits	<ul style="list-style-type: none"> <li>• As an inclusive school all children are included when the school considers school visits</li> </ul>	All school visits need to be accessible to all children	Risk assessments to ensure that all children including children with physical disabilities can access visits and that staff are fully included in writing these.	Teachers / LH and JD	Ongoing as visits are planned	Children feel able to participate equally

AIM	CURRENT GOOD PRACTICE Established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school will use a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul> <p>Parents can meet a SENCO when needed and contact one at any time. Good pupil voice provision in place</p>	<p>Continue to improve the delivery of information for pupils with a disability via digital and physical media.</p> <p>Ensure that there is strong communication with individual parents</p> <p>Pupils are given opportunities to share any concerns, views and ideas.</p>	<p>Discussions / training during INSET and briefings</p> <p>ICT provision if appropriate</p> <p>As we have new families fairly frequently ensure that all families are made aware of who to contact and how to contact individuals needed</p>	<p>Class teacher / SENCO</p> <p>Headteacher / school office</p>	ongoing	<p>Evidence of INSET and training</p> <p>Outcomes of monitoring and observations</p> <p>Discussions with staff.</p> <p>Feedback from families.</p>
To ensure specialist provision is available	As we are a small school, with a focus on nurture and care, and with a culture of children attending part time, families are able to access additional provision from specialists and groups for children without this making a child feel 'different' or considering it unusual to be withdrawn from a lesson or school.	Ensure we support and work with families to see the best specialist support when this isn't available in our school. Discuss how this might work with children according to whether they are full time or part time.	Discuss needs with individual families and collaborate to ensure the best specialist provision is sought.	SENCO (LH or FY)	ongoing	Individual audit of provision with parents in place. Which includes consideration about the school model they access at our school.

## 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the headteacher.

## 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