



Colgate Primary School Accessibility Policy

OUR VISION: *Working together to be our best*

Approved by:

Productivity and
Resources Committee

Date: March 2022

Last reviewed on: March
2022

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2025

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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 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.

Our ultimate aim is to work with families to adapt the environment and teaching to meet individual children's needs where possible.

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.

3. Access to the curriculum for pupils with a disability

We ensure access to the curriculum for all children in the following ways:

- Teachers and teaching assistants have experience and training in meeting a wide range of learning needs
- Lesson planning includes provision for pupils with special educational needs and disabilities as appropriate
- Pupils with special educational needs and disabilities play a full part in the life of the school including school visits and sporting activities
- We actively seek to remove barriers to learning and participation
- Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to ensure it meets the needs of all pupils

4. Access to the physical environment

We ensure access to the physical environment in the following ways:

- The main building is accessible to wheelchairs through certain points
- A fully accessible toilet is available complete with emergency lighting and alarm
- There is a designated parking place for drivers with disabilities
- All outdoor play areas are accessible to wheelchairs
- There is appropriate lighting in classrooms and shared areas
- Soundproofing has been added to certain classrooms to improve hearing and to minimise sensory issues

5. Access to materials for pupils with additional needs

- A number of software programmes are used to make work more accessible to pupils with special educational needs
- Materials provided by outside agencies are used to support children with special educational needs and disabilities
- Key materials are produced in a 'child friendly' format e.g. using suitable fonts or backgrounds
- Pictorial or symbolic representations are used to support access to resources

6. 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 board.

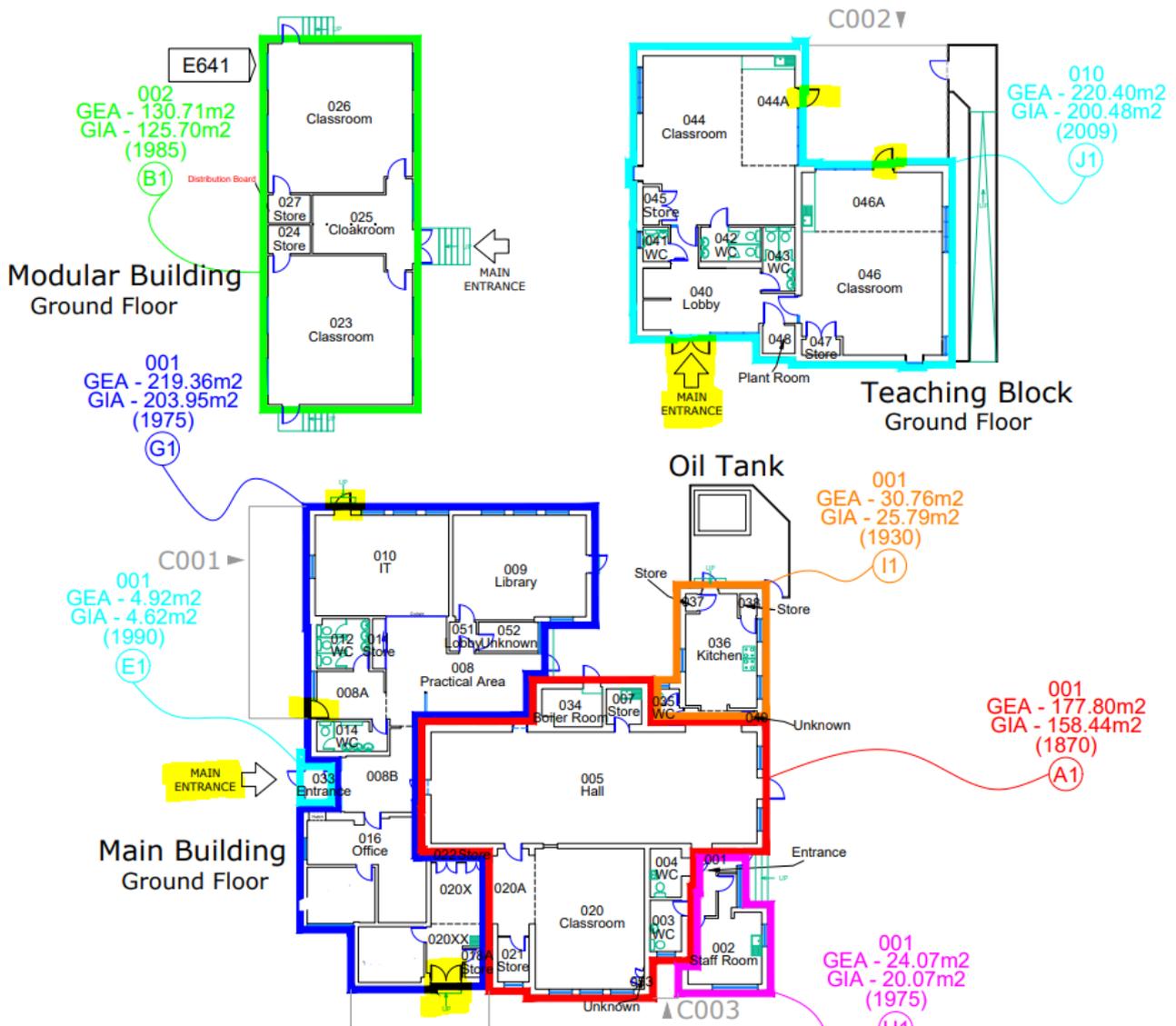
7. Links with other policies

This accessibility policy 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

8. Map of school

Please see map of school below. Wheelchair access points to the building are marked in yellow highlighter.



HEAD TEACHER: R. Wimm

CHAIR OF PRODUCTIVITY AND RESOURCES COMMITTEE: Mr T. Lintern

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