

Dunchurch Boughton CofE Infant Academy and Nursery:

Accessibility Plan 2024-2027



Recognising its historic foundation, the schools will preserve and develop their religious character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level.

The Christian Faith, and its practical expression, form a major part of the whole school ethos at both schools. The Federation aims to give children both knowledge and understanding of the Christian Faith while respecting and understanding other religions and cultures.

The school aims to: -

- ensure that all children receive their entitlement to a broad, balanced National Curriculum, encouraging them to have high expectations in all areas of the curriculum and to reach their full potential.
- provide a secure and relaxed environment in which the children are encouraged to have a healthy lifestyle, to be tolerant and to grow in confidence and self-esteem.
- ensure that pupils develop an open and enquiring mind and are encouraged to be creative, imaginative and inventive.
- work in partnership with parents and the wider community.

Next review date: May 2027

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, this procedure sets out the process for raising these concerns.

This Accessibility Plan will take into consideration all types of disabilities and impairments, including, but not limited to the following:

- Ambulatory disabilities – this includes pupils who use wheelchairs or mobility aids.
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- Visual disabilities – this includes those with visual impairments or sensitivities.
- Auditory disabilities – this includes those with hearing impairments or sensitivities.
- Comprehension – this includes those with hidden disabilities, such as Autism and Dyslexia.

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.

Aim	Current Practice	Actions	Responsible Person	Completion
Increase access to the curriculum for pupils with a disability	All pupils access our curriculum (full National Curriculum) at a level commensurate with their ability and stage of development	Increase accessibility to PE curriculum for all pupils including training for all staff.	SLT, PE Lead and all staff	Ongoing
	Advice is sought from SENDCO, STS, IDS, LA Advisory staff and any other agencies depending on need. All teaching and non-teaching staff are aware of the need for inclusion. Curriculum policies have Equality Impact Assessment (EIA) to ensure full access and no discrimination. Pupils may be withdrawn from class for individual or small group support to address specific need. Individual Education Health Care	All future projects both indoor/outdoor should carefully consider access for children and adult with disabilities. Using external experts where appropriate.	SLT and governors	In line with current needs

	Plans reviewed regularly All staff in the school are able to support children with specified needs and/or disabilities. We ensure all school visits are accessible for all pupils. Ensure PE activities are accessible to all pupils. Staff trained to meet the individual medical needs of pupils. Laptops/IPads are used for pupils with specific recording difficulty. Coloured overlays for pupils with visual difficulty/ associated with Dyslexia. Specially shaped pencils and pens for pupils with grip difficulty are available.	Epi Pen/Diabetes and other appropriate training kept up to date and applicable for staff. Appropriate records kept.	SLT, Business manager and admin team.	Annually updated and in line with pupils/staff
Improve and maintain access to the physical environment	Building All visitors are required to park using the car park at the front of the school. Disabled visitors can park in the disabled bay on Sandford Way and will be met by a member of staff. School has access via a level surface including access to the playgrounds (sloped paths) Internal Facilities Corridors, classrooms and the hall are all on one level and kept free of obstructing furniture. Uneven floor and trip hazards reported to SSO and H and S report to Resources Committee. All doors have viewing panels Accessible toilet available plus adapted toilet to enable access for a frame. Fire and Emergency procedures reviewed to consider accessibility.	Work with outside agencies to ensure access arrangements meet the needs of school community (including parents) Ensure pathways are clear and maintained. Consider current and future pupils to adjust doors to allow access. Regular practice and review procedures PEP's (Personal Evacuation Plan) in place and updated accordingly for any staff or pupils	SLT, Business Manager and SSO SLT, Business Manager, SSO and Resources Committee SLT, Business Manager and SSO SLT, SENCo and Class Teachers	Ongoing Termly Ongoing and termly practice Reviewed annually or as needs
Improve the delivery of information to pupils with disability	Communication Written material is presented to all stakeholders in a user friendly manner. Large Print and Pictorial/Symbolic representations	Ensure all staff are proactive in supporting pupils/parents(e.g. risk assessments for outside visits)	SLT, SENCo and Class Teachers	Ongoing

	formats can be provided. All stakeholders are able to contact the school via email or mobile phone. Parents can contact the school via Class Dojo Ensure relevant information is passed onto relevant people (e.g. supply staff/visitors) Pupils with hearing impairments have access to loops and microphones worn by teachers	Continued use of InPrint software in school Supply teacher information sheet on pupil needs Handover meetings to inform new class teachers of needs and accessibility arrangements in place.	SLT, SENCo and Class Teachers Class Teachers	Annual subscription renewal Checked and reviewed termly, u Annual transition meetings in Jul
Improve disability awareness	In line with Code of Practice for Special Needs we have an updated SEN policy document which is reviewed annually. All staff are aware of the implications of the Equality Act 2010 When new members of staff are appointed, training needs will be assessed as part of induction process. Pupils and adults requiring assistance are identified and agencies contacted for support and advice e.g. Vision and Hearing Teams	Disability Awareness planned into curriculum, assembly focus.	SLT, SENCO and class teachers	Termly planning.

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 Head Teacher.

5. Links with other policies

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

- Child Protection and Safeguarding policy
- Health and safety policy
- Equality statement
- SEND policy
- Intimate Care Policy
- Admissions Policy