



Coalway Community Infant School

Accessibility Policy 2025

Date policy was reviewed:

Review annually:

Signed by:

Chair of Governors:

James Savage

Date:

Purpose of the Plan

The purpose of this plan is to show how Coalway Infant School intends, over time, to increase the accessibility of our school for disabled pupils. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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. We are committed to establishing equality for all pupils, their parents, staff and other users of the school.

This plan is 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.

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.

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 accessibility plan sets out the proposals of the Governing body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act (DDA):

- increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits)
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education)
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. (This will include planning to make written information, that is normally provided by schools to its pupils, available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe)

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Monitoring strategies include the monitoring of:

- Attendance
- SEN/disability register
- Selection and recruitment of staff
- Parents attending consultation meetings

It will be approved by the Governing Body.

Links with other policies

- Safeguarding
- Admissions Arrangement
- Special Educational Needs Policy
- Equal Opportunities
- Health and Safety
- School Development Plan
- Teaching, Learning and Curriculum Policy