



# **Etherley Lane Nursery and Primary Federation**

## **Accessibility Plan**

**September 2024**

**To be reviewed every 3 years but may be reviewed and updated more frequently if necessary.**

### **1. Introduction**

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.
- To improve and maintain access to the physical environment.
- To improve the delivery of information to pupils with disabilities.

According to the Equality Act 2010, a person has a disability if:

- A. He or she has a physical or mental impairment, and
- B. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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 Etherley Lane Accessibility Plan supports our school's work on equality and diversity. As a school, we are committed to providing an environment that enables all pupils to access the curriculum. We also endeavor to meet the needs of all visitors through access to the school building and activities such as fairs, parents' evenings, performances etc.

The plan will be made available online on the school website and paper copies are available upon request.

Etherley Lane Nursery and Primary School Federation 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.

## **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. Current Good Practice**

When children enter Etherley Lane, we work closely with parents. We aim to ask about any disability or health condition in early communication and then use the relevant information to help make any appropriate changes to the curriculum or staff environment. Staff throughout the school are made aware of any disability if it is deemed appropriate. This is to ensure any staff encountering a pupil with additional needs can help and support appropriately.

We have a range of pencils and pencil grips for children with fine motor skills as well as visual timetables for those who benefit from working with these. We have seat support wedges for sensory feedback and to aid posture.

Our curriculum is differentiated to meet the needs of all learners and resources are tailored to the needs of those who require support to access the curriculum. Curriculum progress is tracked for all pupils and any targets are set in cooperation with the pupil and parents. At Etherley Lane, we operate an inclusive approach and therefore we aim to include curriculum resources with examples of people with disabilities.

We have a disabled toilet close to the main entrance. Our school building is accessible via the park gate entrance to the school. If there was a need for a ramp to the stage, this could be arranged. We have onsite disabled parking bays with a dropped kerb to access the main entrance. These are just some of the current practices in place and this list is continually added to if the need arises.

#### 4. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Liaise with external agencies to ensure needs of pupils with disabilities are met.	Medical risk assessments and care plans to be reviewed regularly/annually.	SENCO, HT, OM	Ongoing	Etherley Lane staff will work closely with external agencies to ensure barriers to learning are reduced or eliminated. All pupils tracked effectively and data is used to ensure pupils have full access to the curriculum. Information gathered on new starters and needs to be met. All children's needs to be supported in school. Children to have an awareness and positive attitude towards disabilities.
	Closely monitor the progress of pupils with disabilities.	Staff monitor progress through effective tracking, data analysis, support reviews etc.	SENCO, HT, class teachers	Ongoing	
	Ensure the needs of all new members of our school community can be met.	Immediately review new pupils to ensure needs can be met and gather data from parents/carers.	SENCO, HT	Ongoing	
	Deliver any findings/information to the governing body.	Provide report to governors based on meeting the needs of those with disabilities.	SENCO, HT	Ongoing	
	Increase awareness of positive attitudes towards disabilities.	Ensure the curriculum continues to hold examples of people with disabilities.	SENCO, HT, class teachers	Ongoing	
Improve and maintain access to the physical environment	Ensure school visits are made accessible for all children.	Ensure accessibility is considered when planning.	SENCO, HT, OM	Ongoing	All children are able to access school trips. The school environment is accessible to all children, staff and visitors. School environment is accessible to all pupils and visitors and any barriers to learning are removed.
	Ensure the physical environment signs are clear.	Ensure there is clear accessible signage for all children, staff and visitors.	SENCO, HT, OM	Ongoing	
	Ensure children with disabilities are fully involved in school life.	Develop a whole school ethos. Ensure QFT is used.	SENCO, HT class teachers	Ongoing	

	Ensure corridors and classroom are free from obstructions.	Audit of all areas including corridors.	SENCO, OM	Ongoing	All areas can be accessed by people with disabilities.
Improve the delivery of information to pupils with a disability	To support parents/carers with impairments.	Communicate with parents/carers allowing them to share any relevant information with staff.	SENCO, HT	Ongoing	Parents/carers with disabilities are supported.
	Make information available in alternative formats if necessary.	Offer other formats to parents/carers. Use LA services.	SENCO, OM, HT	Ongoing	Information is available in other formats.

### 5. Monitoring arrangements

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

### 6. Links with other policies

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

- Health and safety policy
- Equality Policy
- SEND Policy

## Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	EYFS/KS1 corridor is on a raised level with stairs.  There are stairs at our main school entrance.	Ensure that anyone who requires disabled access to the building uses the Park Gate entrance and come in through external doors outside Year 4 classroom.	SENCO, HT, OM	Ongoing
Corridor access	Corridors are wide enough for dual-flow access	Ensure equipment/children's belongings are not blocking any corridor areas.	SENCO, HT, OM	Ongoing
Parking bays	Disabled parking bays are marked	Ensure bays are kept clear	SENCO, HT, OM	Ongoing
Entrances	Automatic front doors at main entrance	Accessible external door to be hooked open when needed.	SENCO, HT, OM	Ongoing
Toilets	Disabled toilet is available at the main entrance	Ensure service/maintenance	SENCO, HT, OM	Ongoing
Reception area	There are stairs up to main entrance	Ensure entrance through Park Gate is available to wheelchair users when needed.	SENCO, HT, OM	Ongoing
Emergency evacuation routes	Fire evacuation plan in place	Ensure weekly testing of system	SENCO, HT, OM	Ongoing