



# Emmaville Primary School Accessibility Plan



## Purpose of the Plan

At Emmaville we endeavour to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. We aim to provide pupils with the opportunity to experience, understand, and value diversity.

We are proud of our ethos of support, collaboration, and respect for one another. We strive to create a safe, caring environment for all pupils to experience happiness, success, and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that we offer.

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## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The plan will:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 in keeping with our school motto: 'Together We Grow', which encapsulates our school's values.

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, including governors, staff and, where appropriate, we will consult with pupils and parents.

## 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Action plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <p>Staff members continue to access CPD to help them support pupils with additional needs</p> <p>Use of radio aids and microphone to amplify sound used by children with hearing impairments</p> <p>Application to become registered as a deaf-friendly school</p>	<p>Ensure that images across school are consistent in presenting characters with various physical needs.</p> <p>Ensure that the curriculum is accessible for all pupils regardless of SEND in relation to PE, visits etc.</p>	<p>Liaise with LA SEN and NHS staff to ensure children with disabilities have access to appropriate equipment in school across all of the curriculum.</p> <p>Share with staff the expectation for displays etc.</p> <p>SLT to monitor curriculum to identify accessibility.</p> <p>SENDCo to monitor SEND access by children.</p>	<p>Avril Armstrong (Headteacher)</p> <p>Beth McPherson (Assistant Headteacher)</p> <p>Jess Woolard (Assistant Headteacher)</p> <p>Maggie McKenna (SENDCo)</p> <p>Deborah Mackay (SENDCo)</p>	Ongoing	<p>All pupils are fully involved in all areas of the curriculum</p> <p>Clear presentation of all physical abilities around school where appropriate</p>

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Fire alarm with lights and audio</li> </ul> <p>Frequent checks to ensure that all aids are purchased to meet the needs of pupils</p> <ul style="list-style-type: none"> <li>• School has a rainbow room and small resourced areas that are accessed by pupils who have sensory needs</li> </ul>	The physical environment of the school is accessible to all	Ensure that those with physical difficulties have access to all areas of the school, or adults to support their use.	Avril Armstrong (Headteacher)	ongoing	All pupils can access all of our school and the resources at school

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Improve the delivery of information to pupils with a disability and parents' of children with disability	<p>Our school uses 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>• Pictorial or symbolic representations</li> <li>• Visual Timetables</li> <li>• Adult support • Fire alarm with lights and sounders</li> <li>• School website has information which includes the Gateshead Local Offer, SEND Policy etc</li> <li>• Parents are signposted to organisations that could offer support</li> </ul>	All children will be able to move around the building with independence to access the various areas with a clear understanding.	<p>Plans for all SEND (including Health Care Plans) to take into account information sharing where appropriate</p> <p>Information received from partners to be shared to parent organisations via newsletter / website</p>	<p>Maggie McKenna (SENDCo)</p> <p>Deborah Mackay (SENDCo)</p>	ongoing	<p>All pupils can access all of our school and the resources at school</p> <p>Parents have easy access to key information they require so they can work in partnership with the school</p> <p>Parents are well informed to meet the needs of their child/children</p>

### 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 board of governors (Curriculum Committee).

### 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
- SEND policy
- Supporting pupils with medical conditions policy

Approved by:

Date:

Last reviewed on:

Next review due by:

