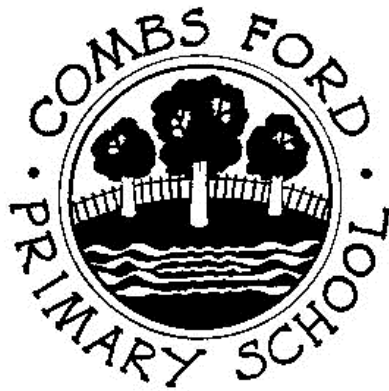


Combs Ford Primary School

Accessibility Policy and Plan



Prepared By:	Helen Fuller (SENDCo)	Date:	April 2024
Approved By:	Governing Body	Date:	April 2024
Review Cycle:	Every 3 Years		
Next Review By:	April 2027		

1. Aims.....	3
2. Legislation and Guidance	3
3. Monitoring Arrangements	3
4. Links with Other Policies.....	3
5. Audit of Our Current School Site.....	4
6. Combs Ford Primary School Accessibility Plan 2023-2025	5

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

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

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

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 children 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.

3. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by SENDCo and Headteacher and approved by the Governing Body.

4. Links with Other Policies

This Accessibility Policy and Plan is linked to the following policies and documents:

- Special Educational Needs and Disabilities (SEND) Policy (Combs Ford Primary)
- Supporting Children with Medical Conditions Policy (CET)
- Health and Safety Policy (CET)
- Risk Assessment Policy (CET)
- Equality Policy and Objectives (CET)

5. Audit of Our Current School Site

Combs Ford Primary School comprises one main building over a single level. All external doorways, except the main entrance, have low thresholds with a small step down to outside areas.

In addition, there are two external, prefabricated buildings (both owned by the school), constructed to modern standards, providing external Nursery provision outside of school hours, also over a single level.

The main school building has three wheelchair accessible toilets and the outside buildings have one. Within the main school building there is one accessible changing room with shower facilities.

Most doorways and corridors throughout the main school building are wide enough to allow for wheelchair access.

Access to the main school building is via a sloped pathway which leads up to an entrance door into a lobby area. Access to the outside buildings is via raised slopes which incorporate handrails.

To the front of the main building is a staff and visitor car park. This includes two, clearly designated, disabled parking spaces.

Outdoor areas include:

- A variety of seating and play areas along with landscaping;
- Large and small playground;
- Large school field;
- Wooden climbing area (Gym Trail) at far end of the field;
- An Astro Turf all weather sports area;
- Cycle storage area;
- A wooded area designated for Forest School activities;
- Area adjacent to EYFS (Willow Bank) incorporating artificial grass and bark chippings.

All of these areas are accessible by sloping paths.

6. Combs Ford Primary School Accessibility Plan 2023-2025

Target	Tasks	Timescale	Resources	Responsibility
Access to Premises and Wider Physical Environment				
To improve access to all areas of the school for all stakeholders.	Look at steps throughout the whole premises and add colour contrast strips where needed.	Autumn 2024	School budget Colour contrast strips	Headteacher Office Manager Health and Safety Lead Caretaker
	Consider whether the steps into the Forest School area should be removed and replaced by a ramp.	Summer 2025	School Budget Labour and Building Materials	Headteacher Office Manager Caretaker
	Consider improvements or changes that can be made to the entrances and exits to the school while ensuring safeguarding requirements are still in place, e.g. button to open door for wheelchair users.	Summer 2025	School Budget Labour and Building Materials	Headteacher Office Manager
	For individual children who may join the school, ensure adaptations are made and in place to allow as much independence as possible.	As and when required	School Budget Labour and Building Materials	Headteacher SENDCo Office Manager

Target	Tasks	Timescale	Resources	Responsibility
Access to Curriculum (Learning and Social)				
All children have a broad and balanced curriculum that teaches them tolerance and about the diversity of the world we live in.	Parents and advisers of any children in school with an identified need to work closely with the SENDCo to implement required strategies and resources. This also includes children with new conditions diagnosed during their time in school.	Ongoing	School Budget Equipment	SENDCo Headteacher Office Manager Caretaker
	Training will be in place to support staff to manage children with medical conditions.	Ongoing	School Budget	Headteacher SENDCo
	Staff to embed, monitor and review with advisor the impact of any equipment and make changes if necessary.	Ongoing	N/A	All Staff
	To review the curriculum to ensure a broad and balanced curriculum is being delivered.	In line with curriculum policies	N/A	All Staff
Access to Information				
To use a range of communication methods to make sure information is accessible.	To look at communication methods currently used and how this area can be developed, e.g. with the addition of an induction loop.	Summer 2025	School Budget Equipment	Headteacher Office Manager SENDCo