



BANTOCK PRIMARY SCHOOL

Accessibility Plan

Headteacher	H Sarai
Chair	N Round
Approved Date	6.7.17/14.6.18/6.6.19/25.5.22/25.6.25

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.

‘Wolverhampton City Council is committed to maintaining and improving the quality of life for people with disabilities and to provide an environment that enables everyone to participate in and contribute to the life of the City’.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<p>Our school offers inclusive teaching and learning strategies.</p> <p>We use a wide range of learning resources such as progressive learning strategies and learnings walls.</p> <p>Diverse curriculum promotes respect for people from a range of backgrounds</p> <p>Curriculum progress is tracked termly 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 subject to ongoing review to ensure it meets the needs of all pupils.</p> <p>Interventions for pupils to reduce the achievement gap</p>	There are no current curriculum issues.	Continue to update curriculum policies and procedures in line with statutory requirements and the needs of the pupils.	Subject Leads	Ongoing

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"> • Ramps to main reception and dining room. • Corridor width • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	There are no access issues although there are plans to further improve the outside play area to improve provision.	Complete the planned improvements, review pupil access to ensure a positive impact on learning	Site Manager Strategic Finance Manager	Ongoing
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. Large print resources, internal signage, pictorial or symbolic representations would be made available dependent on the needs of the child. PECS system used for some pupils</p>	<p>To ensure that a visual timetable is used for visually impaired students. Bright coloured background used to support learning for visually impaired child. Writing aid and supports in place for pupils with disability.</p>	Continue to review and update resources to ensure appropriate to child's needs.	Deputy Head	Ongoing

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 Finance and General Purposes 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
- Supporting pupils with medical conditions policy
- Inclusion Policy
- SEND Policy
- Equality, Diversion and Cohesion Policy

Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storey school with elevated KS1 corridor. No access currently to upper floor level.	Maintain and ensure access.	Site Manager	Ongoing
Corridor access	KS1 corridor has external ramps to allow accessibility to classrooms and dining room. Internal double doors to hall.	Ensure pupils' belongings do not block corridors, particularly on 1 st floor corridor.	Teachers Pupils	Daily
Lifts	There are no lifts in school.			
Parking bays	Parking bay provided in car park.	None required.		
Entrances	Ramp to main entrance and electronic outward opening door fitted to foyer with wheelchair height access call button.	None required.	SFM/Site Manager	Reviewed annually.
Ramps	Flat surface with ramps provide access to main entrance and dining room.	None required.		
Toilets	Existing facility accessible. Shower and changing bed also accessible. Area kept clean and clutter-free.	None required.		
Reception area	Reception desk at appropriate height with sliding hatch for communication. Double doors that open fully.	None required.		
Internal signage	Large print signs in place.	None required.		

Emergency escape routes	<p>Areas are kept clean and clutter free at all times.</p> <p>Call points for Fire are all at lower level.</p> <p>Wheelchair access to top playground available through KS1 playground.</p> <p>Emergency escape routes clearly marked with appropriate fire signs.</p> <p>Fire evacuation plan in place.</p>	<p>Ensure weekly testing of system and maintenance.</p> <p>Ensure regular fire evacuation practices undertaken.</p>	Site Manager	Ongoing
External	<p>Wheelchair access to top playground available through KS1 playground.</p> <p>Ramp to front door and dining room.</p>	Additional works to play area and grounds to include disability access.	Headteacher	Ongoing