



Accessibility Plan

May 2024

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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 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 and staff fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind.

Definition of Disability

Disability is defined by the Equality Act (2010)

‘A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to do normal daily activities.’

At Papillon, this applies to ALL pupils. Accessibility underpins all activities that we do. The School supports the principle of equal opportunities and opposes discrimination on the basis of age, sex, marriage and civil partnership, gender reassignment, race, disability, sexual orientation, religion or belief, pregnancy and maternity and part-time or fixed-term employment.

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

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.

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 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.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<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</p> <p>Targets are set effectively and are appropriate for each pupil taking account of their individual needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <p>High staffing levels to provide strong support to each individual pupil</p>	<p>To further develop and improve the quality and breadth of the curriculum and ongoing development within subject areas</p>	<p>Identify and source additional reading and ICT resources required to support the schemes of work</p>	<p>Curriculum & Assessment Lead</p>	<p>Spring 2025</p>	<p>Classroom and teaching resources in place.</p> <p>ICT resources set up in line with the schools ICT systems for monitoring purposes</p>
			<p>To write and introduce a curriculum for Pupils to learn about Autism.</p>	<p>Curriculum and assessment lead & Deputy Head</p>	<p>Autumn 2024</p>	<p>Programme in place for Pupils to follow pathway of learning about their autism, how it affects them and the celebrations and challenges.</p>
			<p>Introduce a wider range of accreditation and qualifications within ASDAN with different programmes of study for different ages</p>	<p>Deputy Head and Curriculum and Assessment Lead</p>	<p>Summer 2024</p>	<p>Programmes in place starting in Peacock Class moving up through the school, with differentiation for sensory curriculum learners.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>School trips and visits are accessible to all pupils</p> <p>Mental health training for all staff</p>		<p>Develop Post 14 Curriculum qualifications for academic subjects.</p> <p>Functional skills – preparing for adulthood.</p>	Deputy Head and Curriculum and Assessment Lead	Summer 2024	Progress is tracked and quantified for all pupils.
		<p>To embed an emotional wellbeing approach within the School to help pupils to access the curriculum (recognising that autistic individuals may suffer more proportionately from mental health difficulties).</p>	Leuven scale introduced	Head of Therapy and Assistant Psychologist	Summer 2024	<p>Staff have had training in Mental Health</p> <p>Leuven scale in place and being used in all classes for all children termly.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> Makaton signs Makaton symbols Pictorial or symbolic representations Written information explaining policies are accompanied by symbols to support understanding e.g. fire evacuation. These are placed in every classroom and points around school so that they can be used to aid children’s understanding in the event this occurs. AAC is used on a case by case basis dependent on the best form of AAC for each child. Children are provided with social stories to help them understand any upcoming changes or events at school and reduce anxiety around this. Large symbols in the playground so that children can request social games using these. 	<p>‘Help’ symbols and other core vocabulary symbols to be placed at strategic places around school e.g. at doors and pegs.</p> <p>Visual schedules of routines, such as hand washing, to be placed around school, for example in the bathrooms, to support independence.</p>	<p>Speech and Language Therapy team to create visuals and liaise with Head of Therapy regarding how and where these can be placed in school.</p>	<p>Therapy team</p>	<p>July 2024</p>	<p>Visual symbols are in place around school and being used by pupils.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Classroom organisation is not too overwhelming</p> <p>Attention is paid to the acoustic environment and adjustments are made to reduce noise</p> <p>Adjustments are made where possible when an individual has physical access limitation eg. meeting room provided downstairs</p> <p>Library has been identified to be used as a downstairs classroom</p> <p>Ramp available for wheelchair</p>	<p>Improve physical pathways throughout the school to support independent movement by all pupils</p> <p>Consider how a disabled pupil using a wheelchair would access all aspects of the school.</p>	Identify a disabled parking space	MK	31/03/24	Space is identified
			Ensure the school staff are aware of access issues (access meaning 'access to' and 'access from')	AL		
			Annual reminder to parents and carers through Arbor to let us know if they have problems with access to areas of school	JM	Sept 24	Communication sent.
			<p>Audit quality of signs to signal pathways throughout the school.</p> <p>Identification of areas for improvement and action to address priorities</p>		Sept 24	Pupils can move around the school with maximum independence.

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	access to main doors.		<p>Arrange an accessibility audit with a wheelchair user.</p> <p>Issues to consider:</p> <p>Disabled toilet doorway is wide enough for wheelchair.</p> <p>Disabled toilet large enough for wheelchair + one adult</p> <p>Identify where further ramps may be needed</p> <p>Create pathway through grounds.</p>	AL	31/08/24	We would be able to identify areas within the school grounds that may need longer term plan for. All internal ground floor areas would be accessible.

4. 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 Business Manager.

It will be approved by the Management Team.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equal Opportunities policy
- Medication and supporting pupils with medical conditions policy