



Accessibility Plan

Summary	This document details the school's approach as to how increase the extent to which pupils with disabilities can participate in the curriculum		
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Responsible Governor	Leanne Asher	Responsible Committee	Full Governing Body

Approved By: Date:	Full Governing Body	Minute Number	
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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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Spire Junior School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. Every member of the school community should feel safe, valued and of equal worth. We encourage children at Spire Junior School to be '*SPIRE always*' children. The 'I' in 'SPIRE' represents 'inclusive', encouraging children to include others, treating them fairly and with respect.

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.

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 pupils, staff and governors.

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	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Our school offers a differentiated curriculum for pupils who benefit from this - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to make sure it meets the needs of all pupils - Audit of staff CPD needs and specific training, including medical, is done regularly. - Transition activities begin in the summer term for incoming Year 3 children, including meetings with parents and carers - Staff liaise with other professional bodies to best support children within school EG the Derbyshire ISAS service, Visual Impairment Team, Virtual School. - Equipment, resources and apps in school which allow children	Consider the needs of all pupils in the classroom and adjust resources accordingly to meet the needs of those children who have general and specific learning difficulties. Ensure that staff have relevant training and resources to ensure they can plan and deliver to meet the needs of learners in their class. SMART targets to be set to ensure that children's progress is being met and monitored over a period of time. Staff access CPD / training as needed to ensure that all medical needs or disabilities are catered for, monitored and responded to. Resources will be purchased, hired or developed within school to support children with additional needs or disabilities as needed	Headteacher SENCO SEN Governor SLT Class teachers as appropriate.	All pupils accessing a broad and balanced curriculum at a level appropriate to their ability CPD needs are reviewed and catered for so that staff are always up to date with pedagogy and practice Targets are SMART, reviewed and shared with parents / carers Relevant staff are trained to cater for medical needs as necessary Staff and children have access to high-level resources to support learning.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps around school to ensure children can get in and out of the school building. • The majority of the school building is on one level. • All corridors are accessible for wheelchair users and are wide enough for maneuvering around. • There being a range of ways to access the school site from 3 different entrance points. • There is a disabled toilet in school.	Access points, corridors and exits to be kept clear and easily accessible for all users Review needs of pupils with disabilities termly as part of SEN review process, and more regularly should there be concerns about movement and access in school Personal evacuation plans to be used / implemented should child / staff member need assistance Learning and shared spaces to be accessible to pupils	Headteacher Site Manager SENCO SLT	Children and adults can move around school safely All staff are aware of any children or adults in the building who would need support to leave the building in an emergency, and know the plan for doing so Children and adults can use the disabled facilities as needed
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • All children are exposed to British Sign Language as a means to communicate to others • Resources being adapted into large print. • Resources being adapted to have pictorial or symbolic representations • QR codes used to share information with parents where videos, websites or other media would be supportive.	Child-friendly versions of key policies / documents / statements to be created as policies are updated where this would be beneficial Pupil Voice for Children with Special Educational Needs training to be undertaken Reviews made and updates undertaken to key documentation on the school website to ensure accessibility, including supporting images and media where this would be beneficial	Headteacher SENCO SEN Governor SLT	Parents, carers, children and the wider school community can access information through the school website Child-friendly documents are produced with supporting visuals Staff support their interactions with pupils and the school community with their knowledge of BSL where they are able.

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 the governing board and headteacher.

It will be approved by the governing board.

5. Links with other policies

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

- Equality statement
- Equality policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy