

Accessibility Plan



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Inspire, Make a Difference, Persevere,
Succeed

Ingleby Mill Primary School

Accessibility Plan

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.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘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 his or her ability to carry out normal day to day activities’.

The definition of disability under law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

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’.

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.

Vision and Values

At Ingleby Mill Primary we are an inclusive school, committed to giving all of our children the opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad, balanced and ambitious curriculum and have high expectations for all children. We seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Pupils with disabilities are fully included in the life of the school. They participate fully in the curriculum, and are fully involved in school and residential visits. School is organised onto one floor and is fully accessible. The school is organised into phase wings, each has an accessible toilet, plus an additional one in the main school reception. Access to school grounds is via a wide gate, with no further pathway or width restriction. School has two disabled parking bays to the front of the building, with wide door access through the main school entrance.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

Views of those consulted during the development of the plan

We will consult annually with pupils, parents and staff on whole school issues. This will form part of the pupil and parental questionnaires.

We meet parents formally in Autumn and Spring Term to discuss the progress of children academically and socially. Parents are offered a third opportunity to meet with teachers and school staff in the Summer Term.

Complaints Procedure

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.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

Ingleby Mill Accessibility Plan 2024-2027

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and whilst a three year plan, this will be reviewed annually.

Access to the curriculum				
Action	Person Responsible	Timescale	Monitoring	Outcomes
To make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities.	Class Teachers	July each year as part of transition and preparation. Reviewed throughout the year.	SENDCO / HT	Children with disabilities are able to fully access the curriculum.
Ensure that any necessary specialist equipment is available to support children with disabilities. Review reports from professionals to determine what is needed.	HT / SENDCO	As needed by children, particularly with EHCPs SEND budget.	Class Teachers / HT	Children with disabilities are well supported in school.
When planning for the curriculum, consideration is given to children with disabilities.	Class Teachers / Subject Leaders	Ongoing	Evaluation schedule completed by SLT and Subject Leaders	Disabled learners learn effectively and make good progress in all curriculum areas
When planning / reviewing the curriculum resources consider the needs of disabled learners to ensure accessibility to the curriculum. Ensure the disabled community are represented within teaching resources.	Subject Leaders	Annually as part of curriculum review in Summer Term	SLT	Class teachers have the appropriate resources to meet the learning needs of disabled learners and as a result disabled learners make good progress.
When planning educational visits, residential and experiences ensure that the needs of children with disabilities are taken into account.	Class Teachers	On going	DHT as curriculum lead and SENDCO	Children with disabilities access a range of educational visits, residential and experiences.
Ensure staff are appropriately trained in meeting the needs of children with disabilities.	HT	On going	Governing Body	Staff are confident in supporting children with disabilities. The learning, social and medical needs of children with disabilities are met.

Physical Environment				
Action	Person Responsible	Timescale / Cost	Monitoring	Outcomes
Ensure appropriate specialist furniture is available to support children with disabilities.	HT	On going School budget	EHCP review process / Governing Body	Children with disabilities are well supported.
Ensure building remains fully accessible. Site is a one floor building and is fully accessible. Automatic doors to the front of the building and designated disabled car parking bays to the front of the building, support access. No narrow pathways on the school site.	School Business Manager	On going	HT	Provision is maintained so that all children with a disability can access the school.
Access to written information/improving the delivery				
Action	Person Responsible	Timescale	Monitoring	Outcomes
Ensure school website holds all of the information that parents require (Special Educational Needs)	School Business Manager SENDCO	On going	HT Governing Body	Stakeholders have an up to date bank of information.
Information displayed around school e.g. signs, notices, displays, instructions meets the needs of disabled children and families. As information is changed, consider the needs of disabled learners and ensure signage is appropriate for them.	HT DHT SENDCO School Business Manager	Review and action where appropriate	Governing Body Where appropriate discussions with disabled learners and families.	Disabled learners can access information which is displayed and make effective use of it.