



UPSHIRE PRIMARY FOUNDATION SCHOOL

ACCESSIBILITY PLAN 2024-2027

Mission Statement

At Upshire Primary Foundation School, we aim to provide opportunities for the children to achieve their full potential academically, creatively, socially, physically and emotionally in a happy, supportive, caring and inspiring environment.

School Vision

INSPIRE*EXCITE*ACHIEVE

Imagine an inspiring and exciting environment where learning happens because children want to achieve!

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, this includes physical disabilities, as well as Emotional Wellbeing (EWB) and Mental Health (MH) issues, pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils and those with EWB and MH difficulties to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils and those with EWB and MH difficulties.

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.

Our purpose is to promote independent, confident, self-disciplined children with enquiring minds and the skills to maximise their full learning potential. We strongly believe that all children have a right to access a broad and balanced curriculum, relevant and differentiated to their needs.

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 and EWB and MH issues.

The school supports any available partnerships to develop and implement the plan. This includes working closely with outside agencies such as Speech and Language therapists, Emotional, Mental Health and Wellbeing service, Specialist teachers, Essex Young Carers and other professionals such as paediatricians as and when required.

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.

Access to the Curriculum				
Objective	Strategies	Outcome	Responsibility	Date to complete actions by
Raise awareness of disabilities and equality through our curriculum including EWB and MH difficulties and Young Carers	<p>Curriculum resources include examples of people with disabilities</p> <p>Sign language promoted in school (Makaton)</p> <p>This is achieved through:</p> <ul style="list-style-type: none"> ➤ Assemblies ➤ Visitors to the school ➤ PSHE lessons ➤ Celebrating difference 	Whole school awareness of disability and EWB and MH and Young Carers	Whole school staff – to be led by SLT	Ongoing throughout the year
Ensure the curriculum is tailored to the specific need of any pupil with disability or EWB and MH difficulties and Young Carers	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</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 progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p>	Personalised curriculum to be in place for any pupil with disability or suffering with an EWB or MH difficulty and for Young Carers	Whole school staff – to be led by SLT	Ongoing throughout the year

Ensure all staff are aware of disabled pupils access requirements	Individual action plans where required so that all information regarding their needs are easily accessible at all times to all staff	All staff to be aware of individuals needs	SENCo	Ongoing throughout the year
Ensure appropriate training for all staff working with pupils with specific needs is available including those with EWB and MH difficulties and Young Carers	Be aware of the training needs of staff through monitoring of CPD Investigate and stay aware of training opportunities as they arise Allocate a budget for CPD of all staff	Increased confidence and ability in all staff supporting any pupil with disability and Young Carers	HT, DH and SENCo	Ongoing throughout the year
Ensure that all school trips and residential visits are accessible for pupils with learning / physical / EWB / MH difficulties / disabilities and for Young Carers	Planning for all pupils needs <ul style="list-style-type: none"> ➤ Pre-visit to the site to ensure suitability and the adaptations required ➤ EVOLVE Form and Risk Assessments ➤ Extra adult support when required 	All pupils on the school role will have access to all educational visits and take part in a range of activities to enhance their learning experiences	EVC All teaching staff	Ongoing throughout the year

Physical Environment of the School Buildings and Grounds

Objective	Strategies	Outcome	Responsibility	Date to complete actions by
<p>Improve and maintain access to the physical environment</p>	<p>Termly Site Survey to review accessibility and ensure that:</p> <ul style="list-style-type: none"> ➤ all stepped doorways and access points are ramped ➤ all doorways are wide enough and easily / securely held open to allow easy access around the school ➤ all stepped areas outside have an alternative access point for wheelchair users 	<p>All pupils will be able to fully access all areas of the school building and the outside areas of the school grounds</p>	<p>Caretaker</p>	<p>Ongoing throughout the year</p>
<p>Ensure all pupils can be evacuated safely</p>	<p>Put into place Personal Emergency Evacuation Plans for all pupils with difficulties</p> <p>Ensure regular practices of these procedures have occurred to ensure all staff are aware of the procedure</p> <p>Ensure emergency exit signs are clearly displayed</p> <p>Ensure all emergency exit strategies are clearly accessible in every room</p>	<p>All pupils will be able to evacuate the building the case of an emergency safely and all staff will be confident in how to achieve this</p>	<p>Caretaker/HT/Business Manager</p>	<p>Ongoing throughout the year</p>
<p>Ensure that after – school clubs and breakfast club provision and facilities are fully accessible for all pupils with learning / physical /</p>	<p>Possible additional adult support may be provided as necessary for any pupil who wishes to attend – funding to be sought</p> <p>Physical adaptations to the space or equipment being used to ensure access</p>	<p>All pupils are able to access all before and after school provision</p>	<p>HT/Extended Services Co/SENCo</p>	<p>Ongoing throughout the year</p>

EWB / MH difficulties/ disabilities and Young Carers	for all who wish to attend Ensure access is available for all pupils including those with physical or sensory disabilities			
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Provision of Information for Disabled Pupils and their Families

Objective	Strategies	Outcome	Responsibility	Date to complete actions by
Review of information to parents/carers to ensure it is accessible	<p>Provide letters and all information in clear print and Plain English</p> <p>School office and Inclusion Team will support and help parents access information and complete school forms</p> <p>Continue to work with our website provider to ensure the website is as accessible as possible</p> <p>Ensure all parents/carers are aware that they can contact the school office at any time if they need help and support accessing any documents or information</p>	All stakeholders of the school will be able to fully access all information from the school as and when required	SLT/Office Staff	Ongoing throughout the year
Improve the delivery of written information in writing using the appropriate font and size as required	<p>Provide suitably enlarged, clear print for pupils with a visual impairment, or in different colours where needed</p> <p>Information to be translated if required</p>	All stakeholders receive information in a form that they can easily access	SLT/Office Staff	Ongoing throughout the year

Monitoring arrangements

This procedure will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

Links with other policies

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

- Risk assessment
- Health and Safety
- Equality information and objectives (public sector equality duty) statement for publication
- SEND
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Educational Visits Policy

Confirmation that the Accessibility Plan in respect of Upshire Primary Foundation School has been discussed and formerly adopted by Governors.