

# St Matthew's High Brooms CE Primary School

Powder Mill Lane  
Tunbridge Wells  
Kent  
TN4 9DY



## Accessibility Plan

**Headteacher: Mrs Sonia Phillips**  
**Chair of Governors: Mrs Karen Stevenson**

**Ratified: March 2021**  
**Next Review: March 2024**

**Policy written by: Sarah Lumley**

*Fulfilling God-given potential*

*Distinctive Christian values-  
Honesty, Kindness, Respect, Responsibility*

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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 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.

Everyone at St Matthew's High Brooms is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. The Special Needs and Disability policy at St Matthew's supports the stated Christian values and vision of the school that:

- We have high expectations in all aspects of school life,
- Provide opportunities to enjoy learning, be challenged and achieve in a safe and caring environment,
- Celebrate and share successes within our school and wider community.
- Support our 4 specific school values of honesty, kindness, respect and responsibility.

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.

How the plan links to other documentation and policies Related Accessibility Documents (To be read and followed alongside this document):

- DfE Keeping children safe in Education (April 14)
- Anti-Bullying Policy
- Equal Opportunities Policy
- DOH (2009) "Safeguarding Disabled Children – Practice Guidance"
- Supporting Children with Medical Conditions Policy

These documents can be found electronically on our school website and paper copies are available on request.

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.

## 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 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.

### 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, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To ensure that all pupils with SEND can access lessons differentiated to meet their needs.</p> <p>To monitor and track termly attainment and progress data for pupils with SEND.</p> <p>To review and adapt schemes of work as needed to ensure they meet the needs of all pupils.</p>	<p>SLT to monitor quality of differentiation and provision for pupils with SEND.</p> <p>Regular Pupil Progress Interviews with class teachers and SLT.</p> <p>Termly data analysis of attainment and progress.</p> <p>Staff meeting time used to review curriculum lessons</p>	<p>SLT, Inclusion Leader</p> <p>SLT, Inclusion Leader, class teachers</p> <p>Subject leaders</p>	<p>March 2024</p> <p>March 2024</p> <p>March 2024</p>	<p>Evidence of appropriate provision on pupils' learning Plans.</p> <p>Lesson observations show lesson differentiation.</p> <p>Target Tracker data showing progress of pupils with SEND.</p> <p>Data analysis shows closing gaps between SEND and non-SEND pupils.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lift</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilet and changing facilities</li> </ul>	<p>To ensure that the school buildings and grounds are accessible to pupils with SEND.</p>	<p>Regular site walks and health and safety audits to check access.</p> <p>Lift is serviced as needed.</p>	<p>SLT, Inclusion Leader, Site manager</p> <p>Site manager</p>	<p>Ongoing</p>	<p>School site is safe and access is kept clear.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>To ensure that all pupils with SEND can access information around the school and in lessons.</p>	<p>Work is adapted as needed to make it accessible to learners.</p> <p>School signs and information is clearly presented and easy to understand.</p>	<p>Class teachers, Inclusion Leader, SLT</p>	<p>Ongoing</p>	<p>All children can find their way around the school site safely.</p> <p>Children can follow signs to find fire exits when needed.</p> <p>Pupils with SEND can access their learning with resources adapted for them. This will enable progress and attainment.</p>

## **4. 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 governing body.

## **5. Links with other policies**

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

- Health and Safety policy
- Equal Opportunities policy, equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- SEND information report
- Supporting children with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is built on a sloping site. There are three storeys to the main building, with a slope leading from the ground floor to the first floor.			
Corridor access	Access is clear, with corridors wide enough for wheelchair access. A ramp leads from the ground floor to the first floor. There is lift access from the first floor to the second. A ramp connects the main building to the field and mobile classrooms.			
Lifts	There is lift access from the first floor to the second.			
Parking bays	There are designated disabled parking bays in the car park.			
Entrances	Entrances are wide enough for wheelchair access. Instructions for entering the building are			

	clearly visible.			
Ramps	An internal ramp leads from the ground floor to the first floor. An external ramp connects the main building to the upper playground, a few steps link the playground to the field and mobile classrooms. They are well maintained and kept clear.			
Toilets	There is a disabled toilet on the first floor, accessible via the internal ramp.			
Reception area	The reception area is open and easily accessible. Instructions for entering the building are clearly visible.			
Internal signage	Emergency signs have symbols and arrows. Other signs are clear to read.			
Emergency escape routes	Emergency signs have symbols and arrows. Escape routes are accessible to all, as steps are avoidable by using the sloped ground instead.			