



Diggle School

Accessibility Plan



At Diggle School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Diggle School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Diggle School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.



The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Diggle School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- PEEP – Personal Emergency Evacuation Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

- Anti-bullying Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by relevant governor committees.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

COMMENTS & COMPLAINTS

-The first point of contact is always the class teacher/key worker, followed by the SENCo or the Head teacher if necessary. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head teacher and if necessary take your complaint up with the school's governing body.

- Please refer to school's complaints procedure policy, which can be found at www.diggleschool.co.uk

-If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer
 Freepost - RRGY-TJSR-GHGZ
 PO Box 40
 Level 8, Civic Centre
 West Street
 Oldham, OL1 1XJ
 Tel: 0161 770 1129
cypf.complaints@oldham.gov.uk

The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs and disabilities . Visit https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

OTHER DOCUMENTS

This document should be read in conjunction with the School's SEND Policy.

Please see school's Anti-bullying Policy for information about the steps taken to ensure and mitigate the risk of bullying of vulnerable pupils.

Please see school's policy on storing and managing information/confidentiality for details about how documents are stored, how long they are kept and when they are destroyed.



Please see the school's website for school's SEN Information Report which can be accessed via video or document format.

All policies and documents referred to can be requested from the school office or can be found at www.diggleschool.co.uk

Approved by: Finance, staffing and Premises Committee.

Date: March 2023

Review date: March 2026

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- Head Teacher
- SENCo
- SEN Teaching Assistant
- A Class Teacher
- Caretaker
- A group of Pupils



Diggle School Accessibility Plan 2023-2026

Improving the Physical Access at Diggle School

An Access Audit was carried out by the SEND Governor, Acting SENCO and the Caretaker on 10/02/23

Access Report Reference	Item	Activity	Essential or Desirable
1.	All external steps to be checked for reflective paint on edges.	To be painted as necessary by caretaker.	Essential - to be carried out between February half term and Easter.
2.	It was noted that there is satisfactory wheelchair access to all areas.	No action required	
3.	It was noted that there is satisfactory wheelchair access to emergency exits from building.	No action required.	
4.	School building able to support audio support systems for hearing aids	No action required	

Completed : January 2023

Reviewed: January 2026

