



**WE CARE about Excellence**

Tel: +49 (0) 5254 9822698 Email: [Attenborough.sbm@modschoools.org](mailto:Attenborough.sbm@modschoools.org) Website: [www.attenborough.school](http://www.attenborough.school)

Headteacher: Mr A Chapman, BA (Hons), PGCE (QTS), NPQH

---

### **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.

We aim that all pupils at Attenborough School should meet their full potential and be fully included in the life of the school. We are committed to removing any barriers which may make any aspect of this inclusion difficult. Within the curriculum we are committed to setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils. We are committed to equal opportunities for all, irrespective of gender, race or ability.

Attenborough School is an inclusive and supportive community which develops independent learners and thinkers, enabling all children to succeed. We aim to promote the full inclusion of every pupil into every aspect of school life. All pupils have access to all areas of the school. The curriculum can be fully accessed by all children attending the school. The MOD Assessment of Supportability Overseas (MASO) can prevent some children from coming to Attenborough due to lack of appropriate medical care or facilities in our remote setting in Germany.

### **Contextual Information**

The lower floor of our school building and playgrounds are accessible for wheelchair users. Slopes are in place in all areas that require movement to a different level of the site. Movable ramps are available to access other areas where there is a single step to gain entry or exit. All steps and contrasting surface heights are marked with visibility edging for visually impaired pupils.

Attenborough School has a ground floor and a second floor with classrooms located on both levels. Currently, Key Stage Two are taught on the upper level which is only accessible via a staircase. There are no colleagues, parents or children at present for whom this restricts access to classrooms on the upper

level. In the circumstance that a member of the school community is physically unable to access the upper level, then further individual consideration would be given to relocating the learning environment (or workspace) allowing all to access what is required for a fulfilled learning or work experience.

A designated disabled parking space is available directly next to the school's main gate.

A disabled toilet is available to meet toileting needs as and when required.

### **The Current Range of Disabilities at Attenborough Primary School**

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, ADHD and significant medical needs. Children with disabilities are identified prior to moving to Germany and a MOD assessment of supportability is carried out before Educational Clearance is given (see Admission Procedure). When children enter school with specific disabilities, EPSL or medical professionals will offer support and guidance for the school and the parents.

We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the main school office and a record of use is noted. Some children have allergies or food intolerances and these are included in the 'children with medical needs' details in classrooms and staff room. All medical information is collated and available to staff, these are displayed in the school kitchen, medical room and the staff room. We have competent First Aiders who hold current First Aid certificates and staff are trained in pediatric first aid.

### **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.

## Accessibility 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	Responsibility	Success criteria
<p>Practicable adjustments are made to allow all to access to the curriculum.</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>Maintain provision for children with autistic spectrum disorders and specific learning difficulties.</p> <p>All out of school activities planned to ensure the participation of the full range of pupils.</p> <p>Availability of written material in alternative formats as required.</p> <p>Appropriate use of specialised equipment to benefit individual pupils and staff.</p>	<p>Continue effective liaison with support agencies to ensure skills update as &amp; when required</p> <p>Assess the target group – ensure activity programmes are inclusive / responsive to individual needs.</p> <p>Ensure alternative formats are offered for written materials in class, invitation letters etc.</p> <p>Specific training in word processing skills through Touch Type Programme.</p> <p>Laptops, sloping boards, coloured overlays etc.</p>	<p>SLT, SGC</p>	<p>Pupils able to access a full range of services required for successful educational experience.</p> <p>Updated and current policies are compliant with all statutory requirements, enabling all to learn in a safe and stimulating environment.</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> <p>Ramps</p> <p>Corridor width</p> <p>Textures and markings on floors and steps</p> <p>Disabled parking bays</p> <p>Disabled toilets and</p>	<p>Regularly check access and maintenance of physical environment.</p> <p>Updated equipment as required.</p>	<p>Termly SHEF inspections.</p> <p>Maintenance jobs to be raised with contractors.</p> <p>SHEF coordinator to raise purchase orders when required.</p>	<p>SLT, SGC, SHEF coordinator,</p>	<p>Access and equipment is maintained in good order.</p>

	<p>changing facilities</p> <p>Library shelves at wheelchair-accessible height</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. This includes:</p> <p>Internal signage</p> <p>Large print resources</p> <p>Large computer screens and IPADs</p> <p>Anti-glare materials</p> <p>Hearing support resources</p> <p>Pictorial or symbolic representations</p>	<p>Regularly check signage and support equipment.</p> <p>Updated signs and equipment as required.</p>	<p>Termly SHEF inspections.</p> <p>Maintenance jobs to be raised with contractors.</p> <p>SHEF coordinator to raise purchase orders when required.</p>	<p>SLT, SGC, SHEF coordinator,</p>	<p>Signage and equipment is maintained in good order.</p>
<p>Improve awareness of staff and governors about disability and provision in school.</p>	<p>Our school is committed to ensuring all staff and governors are aware of the importance of adhering to the Equality Act 2010</p> <p>Check adherence to legislation.</p> <p>Provide training for members of the school community as appropriate.</p>	<p>To improve staff awareness of disability issues.</p> <p>Review staff training needs.</p> <p>Ensure whole school community awareness of issues.</p> <p>To ensure that all policies consider the implications of disability access.</p> <p>Policies reflect current legislation.</p>	<p>Annual updates and training for all staff and SGC on Equality issues.</p> <p>Annual scrutiny of policy and updates as needed.</p>	<p>SLT, SGC</p>	<p>Updated and current policies are compliant with all statutory requirements, enabling all to learn and work in an equal way.</p>

**WE CARE about Excellence**

Tel: +49 (0) 5254 9822698 Email: [Attenborough.sbm@modschoools.org](mailto:Attenborough.sbm@modschoools.org) Website: [www.attenborough.school](http://www.attenborough.school)

Headteacher: Mr A Chapman, BA (Hons), PGCE (QTS), NPQH

**Appendix 1: Accessibility audit**

Feature	Description	Actions to be taken	Person responsible	Date to complete
Corridor access	Wide corridors in most areas, no corridors in Y1 and Y2 areas.	Monitor corridors for easy access.	SHEF coordinator Caretaker	Ongoing
Parking bay	Clearly marked bay, one disabled space available in school carpark, seven spaces available in main parent's carpark.	Monitor correct use of parking bays.	Caretaker SLT	Ongoing
Entrances	Clearly marked entrances – appropriate signage and floor markings are at all access points.	Monitor maintenance of signage and floor marking.	Caretaker SLT SHEF coordinator	Ongoing
Ramps	Ramps are available in all areas that require movement on to different levels.	Monitor maintenance of ramps.	Caretaker SHEF coordinator SLT	Ongoing
Toilets	Disabled toilets are available in the main administration block and in the KS1 area.	Monitor maintenance of disabled toilets.	Caretaker SHEF coordinator SLT	Ongoing
Emergency escape routes	Clearly marked routes through the school carpark and signposted throughout the school.	Monitor correct signage and maintenance of escape routes.	Caretaker SHEF coordinator SLT	Ongoing

**Attenborough School**  
**Sennelager Garrison**  
**BFPO 16**



Ministry of Defence (MOD)

**WE CARE about Excellence**

Tel: +49 (0) 5254 9822698 Email: [Attenborough.sbm@modschoools.org](mailto:Attenborough.sbm@modschoools.org) Website: [www.attenborough.school](http://www.attenborough.school)

Headteacher: Mr A Chapman, BA (Hons), PGCE (QTS), NPQH

---

*This page is intentionally blank*