



# All Saints C.E Primary School

## Accessibility Plan

**2018-21**

### CONTENTS

- 1) Accessibility Statement
- 2) Aims and Objectives
- 3) Current good practice
- 4) Access audit
- 5) Management, coordination & implementation
- 6) Action Plan



## Accessibility Policy Statement

The Equality Act 2010 replaced all existing 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 of:

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

Under the Equality Act 2010 schools should have an Accessibility Plan therefore it is listed as a statutory document by the Department of Education. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The current plan will be appended to this document.

Our Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon in respect of progress and outcomes. Our intention is to provide a projected plan for a three year period ahead of the next review date.

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

Our 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.

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

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

An Accessibility Audit has been undertaken to inform this Plan and will be completed prior to the end of each period to support the development of a new Plan for the ongoing period.

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

- Equal Opportunities Policy
- Behaviour Management Policy
- Health & Safety Policy
- SEN Policy
- Teaching and Learning Policy
- Asset Management Plan
- School Improvement Plan

- Critical Incident Plan

The Accessibility Plan will be published on the schools website.

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

Approved: \_\_\_\_\_

Date: \_\_\_\_\_

Review Date: September 2021

## **1) Aims and Objectives**

Our aims are:

- To increase access to the curriculum of pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of written information to pupils

## **2) Current good practice**

We gather information regarding any disability or health condition in early communications with families of, and agencies involved with, new admissions to the school. We foster good relationships with parents and children which supports open channels of communication with existing families.

### **Physical Environment**

Being an open-plan school there is good access to classrooms, and there are no obstructions to the school hall or IT suite. The outdoor area is particularly accessible with the inclusion of a pair of automatic doors. The school has a disabled toilet, with shower, in the main reception area and one in the Nursery washroom.

### **Curriculum**

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment and science and technology for pupils with a visual impairment. Other issues affect the participation of disabled pupils: peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people.

### **Information**

Different forms of communication are used to enable all pupils to express their views and to hear the views of others. The range of formats used to convey information to families is limited. Regular meetings with parents and teachers, SENCo, HT, PBSS, LSS supports sharing of information about pupils issues and needs.

## **3) Access Audit**

The school is a single storey building with open-plan classrooms and wide corridors. It has several access points from outside: main entrance, assembly hall entrance, playground entrances.

On-site car parking for staff and visitors includes one dedicated disabled parking bay. All entrances to the school are flat and have wide doors to accommodate wheelchair users. The main entrance features a secure lobby and has been fitted with a low reception counter. Disabled toilet facilities are available in the Nursery classroom and off the main entrance lobby, and fitted with hand rails and emergency pull cords.

Fire exits are clearly marked and escape routes accessible to all.

## **4) Management, Coordination & Implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership team will work closely with the LA and Diocese.

## 5) Action Plan

Priority 1: To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Target	Strategy	Timescale	Responsibilities	Success Criteria
SHORT TERM	To comply with the Equality Act 2010	To review all statutory policies to ensure they reflect inclusive practice and procedure	On-going	HT Subject leaders	All policies clearly reflect inclusive practice and procedure
	To ensure full access to the curriculum for all	Employment of specialist advisory teachers; CPD for staff, and: <ul style="list-style-type: none"> <li>• A differentiated curriculum</li> <li>• The use of P levels</li> <li>• A range of support staff</li> <li>• Multi-media activities</li> <li>• Use of interactive IT equipment</li> <li>• Specific equipment sourced from support agencies</li> </ul>	On-going	Teachers SENCo Ed Psych	Advice taken and strategies evident in classroom practice  ASD children supported and accessing curriculum
MEDIUM TERM	To closely review attainment of all SEND pupils	SENCo/class teacher meetings/ Pupil Progress meetings Scrutiny of ILPs Monitoring of interventions	Termly	Class teachers SENCo	Good progress made towards ILP targets  Provision mapping shows clear steps and progress made
	To monitor attainment of Able/G&T pupils	Update Able/G&T list  Monitor Able / G&T booster groups or activities	On-going  Annually	Class teachers SENCo	Able/G&T pupils make proportionate progress, achieving above average results
	To promote the involvement of disabled pupils in classroom activities.	Take account of variety of learning styles. Provide, where appropriate: Wheelchair access Screen magnifier software Sticky keys and filter keys to aid use of keyboard	On-going	Whole school approach	Variety of learning styles provided for and multi-sensory activities evident in

	Target	Strategy	Timescale	Responsibilities	Success Criteria
		<p>Intervention training for relevant staff</p> <p>Giving alternatives to enable disabled pupils to participate fully</p> <p>Creating positive images of disability within the school</p>			<p>planning and in the classrooms</p> <p>The needs of all disabled staff, pupils and parents are represented within the school</p>
LONG TERM	To evaluate and review the above short and medium term targets	See above	Annually	<p>SLT</p> <p>Subject leaders</p> <p>Governors</p>	All children make good progress
	To deliver findings to the Governing Body	Governing Body meetings	Annually	<p>SENCo</p> <p>SLT</p>	Governors fully informed about SEN provision and progress

**Priority 2:** To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of learning.

	<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
SHORT TERM	To improve the physical environment	Audit the needs of the pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises	On-going	SLT	Enabling needs to be met where possible
	To ensure involvement of all with a disability	Create access plans for individual disabled children as part of ILP process Confidential survey of adults in school to audit needs and ensure they are met Confidential pupil questionnaire about pupil/carers access needs and ensure they are met	With immediate effect and on-going with constant review	Teaching and non-teaching staff	Needs are met where possible
MEDIUM TERM	To ensure disabled parents have every opportunity to be involved.	Utilise parking spaces for disabled to drop off and collect children. Offer telephone call to back up letters home where needed. Adopt a more proactive approach to identifying requirements of disabled parents.	With immediate effect and on-going with constant review.	Whole school team.	Disabled parents are able to take interest and be involved in their children's education.
LONG TERM	To ensure paths, car parks are as safe as possible.	Effective communication with parents	On-going	PSHE coordinator  Whole school approach	No accidents

**Priority 3:** To improve the delivery of information to disabled pupils and parents

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
SHORT TERM	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used	On-going	Teaching and non-teaching staff	ASD children able to access the curriculum
MEDIUM TERM	To ensure that records with children's disabilities are accurate and up to date	Information collected about new children End of year class teacher meetings and records passed on Medical forms updated annually for all children / Health Care Plans Staff all informed about significant health problems	Annually	Class teachers Outside agencies SLT Admin staff	Teachers/staff aware of disabilities of children in their classes
LONG TERM	Review recording system of needs, health conditions, SEN status	School recording system (SIMs / network) to be reviewed and improved where necessary	On-going	SLT Admin staff	Effective communication of information about disabilities throughout the school