

Accessibility Plan 2015-2018

St Agnes' C.E.
Primary School

'Learn To Do Well'

St. Agnes' C.E. Primary School Accessibility Plan – 2015 to 2018

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. 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. At St. Agnes’ C.E. Primary School, the Plan will form part of the Special Educational Needs action plan within the School Development Plan and will be monitored and evaluated by the headteacher and the relevant Governors’ committee.

At St. Agnes’ C.E. Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop their full potential, achieve and attain at their highest levels. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The St. Agnes’ C.E. Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) 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.

3) St. Agnes’ C.E. Primary 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 continue our culture of inclusion, support and raised awareness within the school.

4) The St. Agnes' C.E. Primary School Accessibility Plan shows how access will support 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:-

- Ensure access to the curriculum for pupils with a disability, so that the **curriculum** enables pupils with a disability to be equally prepared for life as are 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;
- Maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers adjustments 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.

5) The St. Agnes' C.E. Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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

- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. 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.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority and other partners in developing and implementing this Accessibility Plan.

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

Approved H. Thompson Chair Of Governing Body

Date 15th January 2015

2. Aims and Objectives

Our Aims are:

- **Ensure access to the curriculum for pupils with a disability,**
- **Maintain and develop access to the physical environment**
- **Improve the delivery of written information to pupils,**

Our objectives are detailed in the Action Plan below

3. Current good practice

We ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our on-going dialogue using a variety of methods.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges which the school ensures are over-come, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are no parts of the school to which disabled pupils do not have access following the new build in 2009.

Curriculum

There are areas of the curriculum to which disabled pupils may have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment. Other issues may affect the participation of disabled pupils, but in every situation we aim to provide the necessary adjustment to meet the need.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to have the views of others. Access to information is supported by a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a three storey building with wide corridors and several access points from outside. All classrooms have wide door access to all rooms. The hall is on the ground floor and is accessible to all. There is a lift which can accommodate a large wheelchair which is maintained on a regular basis through a service agreement with Kone Ltd. School staff are trained in the operation of the lift when relevant. Training is reviewed annually.

There are no on site car parking facilities but there is disabled parking on one of the side roads. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

5. Management, coordination and implementation

- We consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority and Diocese.

6. Action Plan

Aim 1 To ensure that disabled pupils can participate in the school curriculum.

Our key objective is 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.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with pre-school providers to review intake for September as appropriate	To identify pupils who may need additional provision for Sept intake or as pupils enter school. To provide support for pupils who enter school at any point	On-going	Leadership & EYFS teachers.	Procedures/equipment / ideas set in place by September or asap at other points of entry.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	Leadership (Including Governing Body) All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	Leadership All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on going health needs.	To ensure collaboration between all key personnel	Ongoing	All staff Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all	Employment of specialist advisory teachers; CPD for	Ongoing	Teachers	Advice taken and strategies evident in

	children.	staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A use of support staff • Multimedia activities to support curriculum areas • Use of interactive ICT equipment • Specific equipment 		SENCO Educational Psychologist Speech & language therapist Physiotherapist	classroom practice. ASD children supported and accessing curriculum.
MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
	To monitor attainment of disabled G & T pupils.	Disabled G&T list to be monitored and updated. Small group work evaluated as appropriate.	Ongoing Annually	Able G&T co-ordinator Class teachers	Able G&T children making proportionate progress. Achieving above average results

	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Coloured overlays for paper work and computer screens • Writing slopes • Using the sound field system • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum co-ordinators Governors	All children making expected/better than expected progress.
	To deliver findings to the Governing Body	Finance and Curriculum committee. Governing Body meetings.	Annually Termly SEN Governor / SENCO meetings	SENCO SLT/SEN Governor	Governors fully informed about SEND provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SMT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of Individual provision map process. • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

		ensure they are met in all events.			
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	On-going and constantly reviewed	Head Teacher SBM Occupational health	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking space for disabled to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To continue to community links	School to continue to have strong links with schools local cluster and the wider school community.	Ongoing	SMT All staff	Improved awareness of disabilities in the wider community. Improved community cohesion.
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop playgrounds and facilities.	Look for new equipment & resources	Ongoing	Whole school approach	Inclusive child-friendly play areas.

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents' eve/annual reviews	Ongoing	Class teacher SMT	Two way communication in place.
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised teaching strategies used for children with ASD.	Ongoing	All staff to be aware	Children with ASD able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Investigate symbol software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all. 			
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher 	Annually	Class teachers SNAs Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

		meetings <ul style="list-style-type: none"> • Annual reviews • Individual provision map meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children’s photos displayed on staffroom notice board / info kept in separate file in staffroom 		SMT Office staff	
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school.