



St Peter & St Paul

CofE Primary School

Accessibility Plan 2018-21

(This policy has been drafted having regard for the school's Christian ethos.)

	Date	Signed
Agreed by Staff:	July 2018	Mark Carlyle Head Teacher
Agreed by Governors	July 2018	Nancy Ford Chair of Governors
Lead:	Finance & Resources Committee	
Review date:	July 2021	

Our School Mission Statement

We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.

Context

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 will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process has been delegated to the Finance & Resources Committee (F&R). The current Plan is appended to this document.

1) The Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The Accessibility Plan is structured to complement and support the school’s Equality Objectives.

2) St Peter & St Paul 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) St Peter & St Paul Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The St Peter & St Paul Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school 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;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to 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.

2 Accessibility Plan

Approved July 2018 Review Date: July 2021

4) 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.

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

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are certain classrooms and learning areas in the school which present challenges to pupils with physical impairments. Careful consideration is given to the location of year groups within an academic year, to ensure that difficulties are minimised as much as possible. All reasonable adjustments are made to support as full an involvement as possible with the physical environment of the school.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We would seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily. For further information please see the school policy for Handling Complaints.

Accessibility Plan Targets 2018-2021

Long Term Target	Timescales /Progress to Date	Lead Person
<p>Access to the Curriculum</p> <ul style="list-style-type: none"> <li data-bbox="240 501 667 573">☐ Strapped chair with sides, to enable work at a table <li data-bbox="240 613 667 719">☐ Increase staff confidence of all staff in differentiating the curriculum <li data-bbox="240 763 667 835">☐ All educational visits to be accessible to all <li data-bbox="240 875 676 1093">☐ Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children <li data-bbox="240 1167 655 1272">☐ Ensure that classrooms are autism-friendly where appropriate 	<p data-bbox="703 501 1110 533">In place for September 2018</p> <p data-bbox="703 613 836 645">On-going</p> <p data-bbox="703 763 836 795">On-going</p> <p data-bbox="703 875 836 907">On-going</p> <p data-bbox="703 1167 1066 1198">On-going, based on need</p>	<p data-bbox="1211 501 1326 533">SENCO</p> <p data-bbox="1211 573 1378 604">HT/SENCO</p> <p data-bbox="1211 763 1318 826">Class teacher</p> <p data-bbox="1211 875 1326 907">SENCO</p> <p data-bbox="1211 1167 1331 1272">SENCo/ Miss Bramley</p>

<p>Access to the Physical Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> High visibility strips on the stairs around the school building <input type="checkbox"/> Bright yellow paint on the wooden posts in the 'mud kitchen' in the EYFS area <input type="checkbox"/> Grips on the handrails in the lower practical area <input type="checkbox"/> Frame & step for toilet use <input type="checkbox"/> Personal Evacuation Plans are reviewed in light of new classrooms at the start of the academic year 	<p>To be complete September 2018</p> <p>To be complete September 2018</p> <p>To be complete September 2018</p> <p>To be complete September 2018</p> <p>Reviewed September 2018 & annually</p>	<p>SENCO & caretaker</p> <p>HT</p>
<p>Access to Information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore translation and other applications as part of the new school website design <input type="checkbox"/> Improve the delivery of information in writing in an appropriate format by providing suitably enlarged, clear print and matt laminates for pupils with a visual impairment <input type="checkbox"/> Explore the use of a dyslexia app to assist with reading difficulties 	<p>New website within the 2018-2019 academic year</p> <p>Review provision ahead of the academic year 2018-2019</p> <p>Trial use in Autumn term 2018</p>	<p>HT</p> <p>Office staff</p> <p>HT</p>

Document History

Version	Date	Comments
Issue 1	July 2018	Initial policy drafted and approved.