

Accessibility Plan

St Andrew's Church of England Primary School

We believe that 'Everyone is different. Everyone is special'. As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and, "Love your neighbour as yourself." Luke 10:27



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

Approved by:	TLIS	Date: 06/05/21
Last reviewed on:	May 2021	
Next review due by:	May 2024	

St Andrew's CE Primary School

Accessibility Plan

Introduction

The Equality Act 2010 and Public Sector Equality Duty build on previous legislation such as the Disability Discrimination Act. Available guidance makes it clear that schools are still required to produce an accessibility plan. This strategy sets out how St Andrew's CE Primary School proposes to increase access to education for disabled pupils and others (parents, carers, staff, visitors) in the school, specifically to:

- increase the extent to which disabled pupils and others can participate in the curriculum;
- improve the physical environment of schools to increase the extent to which disabled pupils and others can take advantage of education and associated services;
- improve the delivery to disabled pupils and others of information which is provided in writing for pupils who are not disabled;
- promote inclusion and seek to ensure that we can meet the needs of children whose parents want a mainstream education for their child.

Definition of Disability

These duties apply to disabled pupils and others, as defined in the Equality Act 2010.

The Act says that someone has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

Key Objective

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

Principles

- Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
- The school recognises its duty under Equality Act 2010
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
 - not to treat disabled pupils less favourably;
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
 - to publish an Accessibility Plan.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will ensure that all members of the school community are aware of the Equalities Act and the National Curriculum inclusion statement.

The school will ensure that staff are aware of the available specialist support services for children with SEN and disabilities and that teachers follow advice of the SENCo and support services when planning the curriculum and activities for those pupils.

b) Physical environment

The school will take account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Previous building programmes have taken into consideration access into buildings and the size of rooms. Pupils who use wheelchairs can move around the school without experiencing barriers to access. Pathways of travel around the school site and parking arrangements are safe, logical and accessible. In the period 2009-2012 the school was made fully accessible to people with physical disabilities. A ramp was fitted from the playground to the hall. Doors were changed to accommodate wheelchairs, and taps in each of the toilet areas were changed to levers make them accessible to people who cannot use screw taps.

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

d) Financial planning and control

The Headteacher with Senior Management Team, together with the Finance Premises and Personnel subcommittee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The School Accessibility Plan will be integrated into the School Development Plan.

Appendix 1 Action Plan

Physical Access

Statement	Evidence	Action needed
<p>The size and layout of areas allows access for all pupils including</p> <p>Academic Areas e.g. classrooms, assembly hall and library</p> <p>Sporting Areas e.g. outdoor sporting facilities</p> <p>Social facilities e.g. canteen</p> <p>Play areas e.g. playground</p>	<p>The building programme in 2003 took into consideration access to buildings and size of rooms. All areas of the school are accessible.</p>	<p>No action needed.</p>
<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.</p>	<p>100% of the school meets the requirement for wheelchair access. There are disabled toilets in both the main school and the canteen. There are no showers in the school.</p>	<p>Shower in the disabled toilet to be costed and considered by the Governors. FPP Committee</p>
<p>Pathways of travel around the school site and parking arrangements are safe logical and accessible.</p>	<p>Parking is limited and there is a disabled bay.</p>	<p>No action needed</p>
<p>Emergency and evacuation systems inform all pupils, including pupils with SEN and disability. Alarms have visual and auditory components.</p>	<p>The school has a relatively new system but it is only audible. Special support arrangements would need to be made for hearing impaired staff, pupils or visitors.</p> <p>Updating the system to add a visual element has been considered and for now is not possible.</p>	<p>Keep this action under review</p>
<p>Non-visual guides are used to assist visually impaired people when using the building.</p>	<p>None in place.</p>	<p>Ensure non-visual guides are provided as and when needed to meet particular needs, on advice of the visual impairment service.</p>

<p>Decoration and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy.</p>	<p>There is no evidence that signage or decoration is confusing or disorientating to particular pupils</p>	<p>Ensure reasonable adjustments are made to meet individual's needs when they arise.</p>
<p>All areas of the school are well lit.</p>	<p>All lighting has been brought up to standard. There is emergency lighting throughout the school. LED lighting has recently been added and building is brighter and better lit as a result.</p>	<p>Consider how additional lighting could be arranged in the back alley, without causing light pollution for the neighbouring properties.</p>
<p>Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noise and equipment.</p>	<p>The best possible condition has been achieved. All classrooms are carpeted except for the focus room. The school has a mobile sound field system for use with hearing impaired pupils.</p>	<p>Monitor background noise to establish if any further acoustic work is necessary.</p>
<p>Furniture and equipment are selected, adjusted and located appropriately. E.g. Height adjustable tables available and low-level sinks.</p>	<p>Past revisions to classrooms have taken this into consideration; however, there has been no need for height adjustable furniture to date. One sink was changed in the year 2 classroom and accessible taps have been fitted.</p>	<p>Purchase height adjustable furniture as recommended by an occupational therapist for identified needs.</p>

Curriculum Access

Statement	Evidence	Action
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities.	Staff are made aware of their responsibilities, in relation to the Equalities Act 2010, the National Curriculum inclusion statement, SEND policy and this accessibility plan. Training and support for teachers and teaching assistants is arranged by the SENDCo as needed. Staff are kept up to date with training to meet the current range of medical and learning needs including epilepsy, haemophilia, ASD, ADHD and nut allergy.	Ongoing monitoring and observation of teachers' skills in ensuring access, inclusion and achievement of SEND pupils. Annual skills audit and training for TAs.
Classrooms are optimally organised for disabled pupils.	Yes. Teachers take care to sit hard of hearing pupils in appropriate places, visual timetables are in place for autistic pupils, advice of Special Educational Needs Support Services specialists is routinely implemented in classrooms.	Ongoing monitoring and lesson observation.
Lessons provide opportunities for all pupils to achieve.	Yes. As evidenced by lesson observations and achievement and progress data.	Ongoing monitoring and lesson observation. Scrutiny of achievement and progress data for pupils with SEND.
Lessons involve work done by individuals, pairs, groups and the whole class.	Yes. As evidenced by lesson observations.	Ongoing monitoring and lesson observation.
All pupils are encouraged to take part in music, drama and physical activities.	Yes. As evidenced by lesson observations and analysis of children with SEND taking part in school clubs and activities.	Continue to monitor annually.
All staff recognise, and allow for, the mental effort expended by some disabled pupils e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils.	Yes. As evidenced by lesson observations. The school occasionally applies for additional time for pupils sitting SATS.	Continue to monitor.

All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	Yes. As evidenced by lesson observations.	Continue to monitor.
Disabled pupils who cannot engage in some particular activities are given alternative experiences e.g. pupils who cannot participate in all forms of PE. Teachers provide a variety of opportunities for pupils with SEND to provide outcomes in formats that are not always written.	PE is adapted to meet individual's needs. Recommended physiotherapy schemes for individuals is incorporated into lesson plans.	Continue to monitor.
Access to computer technology is appropriate for students with disabilities.		Observation of children with SEND using computer technology in the class and computer room.
School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment.	Risk assessments are put into place.	Ongoing careful planning will be put into place to ensure pupils with SEND can take part in all activities or access alternative suitable activities.
All staff have high expectations for all pupils.	Yes. As evidenced by lesson observations.	Continue to monitor through lesson observation.
All staff seek to remove barriers to learning and participation.	Yes. As evidenced by lesson observations. Part of ethos of the school.	Continue to monitor through lesson observation.
Examination concessions such as the provision of extra time, rest time, or support from a communication support worker is recognised and in preparation for public examinations.	Yes. Extra time is applied for some pupils.	Ongoing monitoring.
Transitions and transfers of SEND pupils into the school in reception and out of the school at the termination of year 6 are carefully managed to ensure that the correct provision is made in the new setting without delay.	SENDCo & Year 6 Teacher liaise with transfer schools. Transition for vulnerable pupils is planned for by Teacher meetings & additional pupil visits.	Ongoing monitoring.

Access to Information

All disabled parents receive information in formats that they can access e.g. tape, large print, Braille.	For current disabled parent, access is carefully planned to meet needs. There are no parents requesting alternative formats at present.	Produce information in alternative formats when requested and in consultation with the individual and specialist support services.
Staff produce routine information to children in more accessible ways.		Observe the way that information is presented in the classroom.
Staff more aware of pupil's preferred methods of communication.		Observe and monitor.
All staff and children know some basic BSL Signs.	Simple sign language is regularly used to support early language development and inclusion.	To be implemented as and when a signing parent or child joins the school.
Increased confidence of parents of disabled children and those with SEND to support their children's education.	The Home School Link Worker provides alternative support. Home visits are implemented for parents who are unable to attend school.	Discussions/ interviews with parents of SEND pupils to be carried out.
Children able to articulate their access needs and understand their own learning styles.		Observe the way that children are enabled to articulate their needs in the classroom.
Everyone can understand signage and find way around school.		No action required
All children clear about timetable and secure about what is happening.	Visual timetables are used with pupils who require this.	Used as needed with children.