

Accessibility plan

St Andrew's CE Primary School

Ramsbottom



Approved by: Governing Body

Date: Summer 2019

Last reviewed on: May 2019

Next review due by: Summer 2021

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1. 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. This includes teaching and learning, and also the wider curriculum of school, such as participation in clubs, cultural, leisure activities and school visits.
- 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 continually seek to increase the accessibility of our school for all pupils, including those with 'hidden' disabilities or differences such as dyslexia, dyspraxia, ADHD , autism

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<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 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>Work towards DAQM.</p> <p>Sharing of good practice sessions in staff meetings</p> <p>Ensure that staff are aware of and can use software to support learners with disabilities.</p> <p>Support and guidance from Local Authority.</p> <p>Deliver training</p>	LB SS	July 2019	All staff are more aware of the needs of dyslexic learners and strategies which they can use
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width 	Continue to monitor areas to ensure that they are kept free from obstructions	All staff	May 2019	Areas are accessible

	<ul style="list-style-type: none"> Disabled toilets and changing facilities 				
	Classrooms are organized to promote the participation of pupils	The classroom environment is arranged to support the needs of all learners to promote independence and a classroom conducive to learning	All staff	May 2019	<p>All classrooms follow dyslexia friendly principles.</p> <p>All classrooms have non-negotiables which are consistent throughout school</p>
	Specific children have specific equipment and seating arrangements which help them with their learning. Information about vulnerable pupils is shared as part of the transition process	Meetings arranged which include a consideration of classroom environment and accessibility	All staff	July 2019	Access arrangements have been shared. Key information including pupil passports passed on.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations 	<p>Ensure that all signs which children need to access have a visual and written label to promote independence in the classroom</p> <p>All worksheets to be printed onto buff paper.</p>	All staff	Ongoing	Signs and worksheets are accessible to all
	Continue to ensure that children have access to a visual timetable	Visual timetable changed daily after each lesson	All staff	Ongoing	Visual timetables used to support pupils' emotional well-being

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Curriculum policy
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEN policy
- Behaviour Management Policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 There are 2 class rooms and an ICT suite accessed by stairs. A star walker is available	The site Manager ensures that steps and ramps are maintained. Steps and ramps are inspected termly by the Health and Safety Sub-Committee	Site Manager	Termly
Corridor access	Corridors are accessible for wheelchairs	Corridors to be kept tidy and free from obstruction	All staff	Ongoing
Entrances	The entrance to school is clearly marked and well lit	Ensure that signage is maintained	Site Manager	Annually
Ramps	There are ramps to access the new and old parts of school	Ensure that ramps are well maintained	Site Manager	Annually
Toilets	There are 5 toilet 'blocks' which are not gender specific plus 1 boys' toilets and 1 girls' toilets	Ensure gender specific toilets are clearly labelled	Site Manager	Annually
Emergency escape routes	Labels clearly displayed throughout school. Consistent signage used on escape routes	Continue to ensure signs are maintained and consistent	Fire Marshall	Annually

Reception Area	Access to reception area clearly signed. Area with seating created. Office staff available daily to support parents and visitors.	Continue to create displays to inform visitors about current work or projects at St Andrew's	Staff	Termly
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