

Accessibility Plan

St Anne's C.E. Lydgate Primary School

2016-2019



"Learning Together in God's World..."

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. This review process can be delegated to a committee of the Governing Body, an individual or the head at St. Anne’s C.E. Primary School.

The current Plan will be appended to this document.

At St Anne’s C.E. Lydgate Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. 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. The St Anne’s 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. The intention is to provide a projected plan for a three-year period ahead of the next review date.

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.

Becky Jenkinson SENCO December 2016

St. Anne's C.E. Lydgate 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 developing a culture of inclusion, support and awareness within the school.

The St Anne's C.E. Lydgate 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 anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, 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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Head Teacher, Health and Safety Officer, SENCO, Site Manager and the Governors.

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

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

Approved _____

Date _____

Becky Jenkinson SENCO December 2016

Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. Parents are also asked to complete a form regarding any disability they may have in accessing the building or our provision. For children, a form and care plan is asked to be completed for new arrivals and at the beginning of every academic year this is updated. Detailed care plans with the child's photograph clearly displayed are stored in the school office and also distributed to teachers. Any supply teachers are made aware and given access to this information. Details of children with allergies are sent to the school kitchen and their photographs are displayed at the serving hatch.

Additional needs regarding special entry/seating requirements etc prior to events at school e.g. Christmas Concerts, are met wherever possible (in line with health and safety requirements)

Physical Environment

The school environment is evaluated regularly in conjunction with the LA to ensure it meets the needs of all learners in school.

Curriculum

Every effort is made to ensure that our curriculum provision is accessible to all learners in school. Children with disabilities who require extra support in subjects such as PE for example are allocated a LSA if necessary or strategies are put into place after seeking advice from outside agencies.

Becky Jenkinson SENCO December 2016

Access Audit

The school is a single storey building with wide corridors and several access points from outside. All areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all. The playground has been designed with ramped areas and is accessible to all.

On-site car parking for staff and visitors includes a dedicated disabled parking bay, parents can request access to this when required. Most entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and is fully accessible to wheelchair users. There are two disabled toilet facilities available, one can be found within school and is easily accessible. The other is situated in the bungalow, this has ramp access, a handrail and a wide door entrance. Both toilets are fitted with a handrail and an emergency pull cord.

The school has internal emergency signage and escape routes are clearly marked. We have a fire risk assessment which includes the evacuation plan for disabled pupils.

All children with a disability have a PEEP which is completed and discussed with the child. A copy of this can be found in the classroom of the child and a copy is kept in the child's record in the office.

Action Plan

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers.</p> <p>Ensure the school staff & governors are aware of access issues</p>	<p>a) to create access plans/risk assessments for individual disabled children as part of the assessment of individual need. Access is also considered in the short term for children with temporary access issues e.g. broken limbs and using crutches, wheelchairs etc. and an individual risk assessment is completed by the SBM and discussed with the staff involved. This is also then shared with the parents who can add/amend details.</p>	<p>As required</p>	<p>SENCO / Class teacher/Site Manager/ Health and Safety Officer</p>	<p>Plans/risk assessments will be in place for disabled pupils when required, and all staff will be aware of pupils' needs.</p>
	<p>b) to ensure staff and governors can access areas of school used for meetings.</p>	<p>Complete Autumn term 2016</p>	<p>Head teacher</p>	<p>All staff & governors are confident that their needs are met.</p>
	<p>c) Termly reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. Additional needs regarding special entry/seating requirements are requested prior to events at school e.g. Christmas Concerts and these requests are met wherever possible (in line with health and safety requirements)</p>	<p>Ongoing process</p>	<p>Head teacher/SENCO</p>	<p>Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.</p>

Ensure everyone has access to main school reception area	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) check the outer door is wide enough for a wheelchair</p> <p>c) disabled parking space marked outside the main doors of the bungalow (another to be added outside the school entrance by April 2017)</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>Autumn term 2016 Frequent reminders to parents/carers not to use this space unless disabled</p>	<p>Site Manager / Health & Safety rep/ Head teacher</p> <p>H&S rep Head teacher/Assistant Heads</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>All details logged in the Web Log Book</p> <p>Disabled visitors to school can park in close proximity</p>
Maintain safe access for visually impaired people	<p>Check condition of yellow painted boxes on outside doors regularly</p> <p>Check exterior lighting is working on a regular basis</p>	Ongoing checks	Site Manager Health and Safety Rep	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Lights fitted near front door and exterior of building.
Ensure all disabled people can be evacuated safely.	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. (PEEP)	Autumn Term	SENCO/Health and Safety Rep	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily</p>
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of the need to keep fire exits clear.	Daily	All Staff/Head Teacher	All disabled personnel and pupils have safe independent exits from school

Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure teachers and support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO/Head Teacher	Raised confidence in all staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Training from multi-agencies when necessary e.g. School Health, QEST etc. Ensuring key strategies are put into place to make sure the learning environment in each class matches the needs of the individuals e.g. visual timetables, wobble cushions, angled boards, coloured overlays etc as required	Ongoing	SENCO/Class Teacher	All staff are aware of individual children's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible. Liaise closely with child's parents/carers to discuss how visit could be adapted e.g. on local walk, child could walk one way and be collected by parent/carer for return journey	Ongoing	SENCO/ External Agencies	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Autumn Term	SENCO and PE Coordinator	All pupils have access to PE and are able to excel. Children with 1-1 LSA will have their support there as necessary during PE/Games and outdoor activities

Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum policies	Autumn Term	SENCO and Head Teacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and before/after school activities	Discuss with staff and people running other clubs after school. Consider level of support and any adaptations necessary for child to take part	As Required	SENCO and Head Teacher	Disabled children feel able to participate equally in out of school activities. LSA's and MDS are assigned to work with specific children to allow them to access provision.

Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Signage around school to be in other languages when appropriate and needed.	Plans for a welcome sign in main reception area	In place Autumn Term	Head Teacher/ SENCO	<i>ALL</i> people feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages etc and put these in place as and when needed.	Annually	SENCO/ Head Teacher	Staff more aware of preferred methods of communication, and parents feel included.