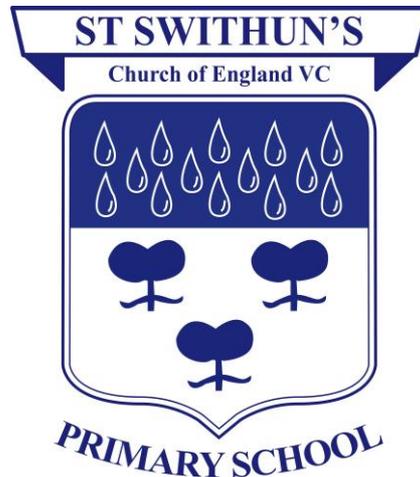


St Swithun's Church of England VC Primary School



Accessibility Plan Issue 1

October 2018

Author / Amended by	Date agreed by Governing Body	Next Review
Mrs A Whitehurst	October 2018	October 2019

At St Swithun's Church of England VC Primary School we aim to provide a happy, secure, stimulating and Christian Values based environment in which children may develop positive attitudes to both living and learning.

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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
- 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 are 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 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.

The school supports any available partnerships to develop and implement the plan.

St Swithun's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs when practical. The Accessibility plan will contain 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 able-bodied pupils; this covers teaching and learning and the wider curriculum such as the participation in after-school clubs and school trips – 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 access to the physical environment of each school, adding specialist facilities as necessary – this covers improvements to the physical environment of the schools 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 handouts, timetables, textbooks and information about the school; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information and is reviewed every three years or as needed.

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.

Target	Strategy	Outcome	Timeframe	Achievement
Physical Environment				
<p>To ensure that all areas of the school building and grounds are accessible for all children and adults.</p> <p>To continue to improve access of the physical environment by all.</p>	<p>SLT to audit the school building.</p> <p>SLT to make Governors aware of any accessibility issues and to formulate an action plan.</p> <p>Modifications will need to be made in the following areas:</p> <ul style="list-style-type: none"> • A ramp for the steps outside the EYFS building into the garden. • Pathway into school needs resurfacing as it is currently rough and uneven. Quotes obtained and currently awaiting approval to spend school capital from CBC. • Disabled parking bays need re-painting. • Parents need to be advised to telephone the school office if they need help opening or closing the mains school gates (signage) • The rear pathway around school needs clearing daily of acorns and leaves. This 	<p>The identified areas need to be improved in order to facilitate access for all.</p>	<p><u>Short Term</u> Share audit with Governors – Autumn 2018</p> <p><u>Medium Term</u> Action plan to be drawn up by December 2018</p> <p><u>Long Term</u> To be reviewed annually</p>	

	is completed by the site agent.			
Ensure classrooms are optimally organized to promote access for all children	<p>SENCO to liaise with staff to ensure that classrooms have been organized effectively to enable access for all children moving around the room.</p> <p>Tables to be arranged carefully to consider how children with a disability can access resources and move around the room safely.</p> <p>Classroom to be organised to take account of children with sensory needs, ASD and ADHD.</p>	<p>All children have independence within the classroom.</p> <p>All children have access to resources</p> <p>All children feel safe and secure within their environment.</p>	Reviewed annually or as needed.	
Ensure disabled toilet is stocked of gloves, aprons etc as needed to carry out intimate care plans	Storage to provide necessary equipment for all essential equipment needed	Pupils can be supported appropriately and in line with their intimate care plan.	Ongoing	
To have a dedicated space for changing children who have intimate care plans.	Consider feasibility of a room and if required to meet the needs of the children apply to the Schools Access Initiative Programme if needed.	Pupils will be supported with their self-help skills.	To review termly or as needed	
Access to the curriculum				
Training to be provided for all staff in the identification of and teaching of children with ASD and other specific learning difficulties.	<p>All staff to attend training.</p> <p>Support from outside professionals to be obtained as needed.</p>	All staff are familiar with the criteria for identifying specific needs and how best to support children with SEND within the classroom.	Spring Term 2018 and ongoing as needed	

Ensure all children with SEND have a SEND plan in place and a provision map.	Provision plans created for children with identified SEND. Structured conversations to support home and school collaboration. SEND plans written and reviewed regularly by class teachers, SENCO and parents/carers	Provision maps and SEND plans are updated and are used to inform interventions and planning	Autumn 2018 and ongoing	
Classrooms to have age appropriate visual timetables.	Class teachers to display visual timetables within their classroom in conjunction with the SENCO taking into account the needs of the children within their class.	Visual timetables help reduce anxiety of children with ASD and change is managed carefully	September 2018.	
Review the PE curriculum to ensure PE is accessible to all pupils	Review the PE curriculum to include disabled sports	All pupils will have access to PE	Ongoing	
Review playtime equipment ensuring it is accessible to all.	Ensure there is a range of equipment available.	All pupils have access to equipment to ensure a healthy lifestyle.	Ongoing	
Access to information				
Written presentations, instructions and information will be presented to individuals in an accessible manner.	Provide necessary resources for pupils whom require a coloured overlay or work to be copied onto coloured paper. Work to be enlarged for pupils who are visually impaired.	All pupils can access the information they are presented with.	Ongoing	

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 school's Policy Committee

5. Links with other policies

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

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