

## Accessibility Plan 2015-2018

### 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:

- He or she has a physical or mental impairment, and
- 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. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

At St Giles 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 Giles CE 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 and will be reported upon annually in respect of progress and outcomes. 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 compliment 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.

St Giles CE 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, 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 Giles 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 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.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include 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.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility will be monitored through the Governor Health & Safety Committees.

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.

Signed ..... Headteacher

Date.....

Signed ..... Chair of Governors

Date .....

Next Review Date: **Spring 2018**

## **Aims and Objectives**

### **Our Aims are:**

- **Increase in 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 disability or health conditions in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents evening.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with hearing difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Information**

Different forms of communication are made to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

### **Access Audit**

The school is a single storey building though it is split over two levels with steps. There are wide corridors and several access points from outside. The hall is accessible to all. There is wheelchair access for all classrooms though this may involve entering using a different door via the playground.

On-site car parking for staff and visitors includes a dedicated disabled parking bay. All entrances to school are either flat or ramped and all have wide door access. The main entrance features a secure lobby, this being fully accessible to wheelchair users.

The school has internal emergency signage and escape routes are clearly marked.

### **Management, co-ordination and implementation**

- We will consult with experts when a new situation regarding pupils with disabilities is experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and the Diocese.

## Action Plan

### Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
<b>Short Term</b>	Audit to ensure all children regardless of disability have access to a broad and balanced curriculum	Whole school discussions, SENDCo to check provisions for children on SEND Register. SENDO to monitor PCP's	Raise awareness of all staff Training needs highlighted		
	Increase confidence of staff in differentiating the curriculum to suit the specific needs of children with disabilities	Undertake audit of staff training	Training needs of staff are clearly understood		
	Ensure TA's have access to specific training on disability issues if needed	Use staff audit to identify TA training needs and inform Professional Development Process	Raised confidence of staff in strategies to differentiate work for children with disabilities		
	Ensure TA's are aware of and able to use, SEND software and resources	Audit all SEND ICT and other resources, making list available to all staff. Individual training on SEND software as appropriate	Wider use is made of SEND resources in mainstream classes		
	Ensure all staff are aware of children with disabilities curriculum access.	Ensure that PCP's address access needs and that information is shared with appropriate staff	All staff are aware of the access needs of individual children with disabilities		
	Ensure all children with disabilities participate equally, when desired, in after school and lunchtime activities	Survey participation in extra-curricular activities for children with disabilities. TA available at break/lunch times to facilitate specific needs	Disabled children participate confidently, when desired, in after school and lunchtime activities		
	Monitoring of the achievements of children with disabilities	Achievements monitored according to disability	Trends or patterns can be established and action taken if necessary		
	Ensure that all school trips are accessible to all	Develop guidance for staff on making trips accessible	All school trips are accessible to all children		

	Review PE curriculum to make PE accessible to all	Gather information about PE and Sports for children with disabilities	All children are able to access PE and Sports		
	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Goals Achieved</b>
<b>Medium Term</b>	Future policies updated to include access to pupils with disabilities	Increased subject co-ordinator knowledge	All updated policies include provision for accessibility		
	Review all curriculum policies to include disability issues	Include specific reference to disability equality in all curriculum reviews	Increased awareness of the effect of disability issues in all curriculum areas		
	Provide advice to parents/carers of children with disabilities on how they may support their learning in the core curriculum	Hold workshops each term for parents/carers of children with disabilities	Parents/carers have greater knowledge of how to support children		
	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Goals Achieved</b>
<b>Long term</b>	Staff to receive appropriate training as highlighted by audit. Bids through Psychological Services on needs of school	Whole school training identified needs. Appropriate course identified	Increased knowledge by staff, needs of pupils catered for		

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Time Frame</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Audit of site to highlight needs	Audit undertaken by Jane Crouch, LA Access team, Building Inspector, Visually Impaired Services. Prioritise needs	Improved access for wheelchair users. Site suitable for visually impaired		
	Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all children with disabilities  Ensure that all staff are aware of responsibilities	All children with disabilities and staff working with them are confident in the event of a fire		
	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Time Frame</b>	<b>Goals Achieved</b>
<b>Medium Term</b>	Access for wheelchair users to be improved  Installation of accessible toilet	All future building projects to carry accessibility	More accessible and welcoming to wheelchair users		
	Improve acoustics in the school hall	Seek advice from the Sensory Impairment Children's Team on acoustics  Purchase a new sound system and radio mike	Hearing impaired children are better able to access activities in the school hall		
	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Time Frame</b>	<b>Goals Achieved</b>
<b>Long Term</b>	Site totally appropriate to needs of all	Continuous monitoring  Access Initiative Funding	Site accessible to all regardless of disability.		

**Aim 3: To improve the delivery of written information to disabled pupils and parents**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Time Frame</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Availability of written materials in different formats	Parents asked if written material is accessible. Pupil registration forms to include needs of parents/pupils. Staff to identify specific needs of individual pupils	Written material produced in alternative formats, if required		
	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Goals Achieved</b>
<b>Medium Term</b>	To improve/increase provision formats	Explore variety of support services and alternative formats available. Appropriate resources purchased or accessed	Increase in appropriate formats provision		
	Develop an Inclusion Leaflet, giving advice to parents when necessary	Seek advice from Shropshire Council about necessary information to include	To increase the confidence of parents and carers of children with disabilities		
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Time Frame</b>	<b>Goals Achieved</b>
<b>Long Term</b>	To review necessary provision annually and with each intake check provision for assessment annually	Information acquired on entry	Needs of parents/pupils regularly updated.		
	Children become more aware of their own learning styles and access needs	Encourage children to express their access needs and explore preferred learning styles	Children able to articulate their access needs and understand their own learning styles		

**Aim 4: To promote the rights and achievements of people with disabilities**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Time Frame</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Children with disabilities fully participate in school life	Encourage children with disabilities to be represented on school council and take part in school events such as assemblies	Children with disabilities in many areas of school life		
	Bullying or harassment of children with disabilities is monitored and dealt with effectively	Monitoring procedures are established	Elimination of bullying of children with disabilities		
	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Goals Achieved</b>
<b>Medium Term</b>	Disability is displayed positively in books, displays and events	Books and display materials purchased to portray the positive achievements of people with disabilities	Disability is displayed positively in books, displays and events		
	Children aware of wider issues concerning people with disabilities	School takes part on Deaf Awareness Week or similar event each year	All children gain wider understanding of disability issues		