

# St Oswald's C of E Primary School



TO SERVE ONE ANOTHER

## **Accessibility Plan**

**Policy Approved: March 2021**

**Next reviewed: September 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
- 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 make every effort to ensure that this aim is reflected in our everyday working practice. We are also committed to regularly reviewing our practice with regards this aim, identifying areas of weakness and taking action to ensure that we better fulfil this aim in the future.

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. For example, we have worked very closely with the Visual Impairment Team to ensure that our school environment and practice are both safe for visually impaired children and enable these children to make the best educational and personal progress possible.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff, children, parents and governors.

Children with disabilities can, because of the challenges they face, be more vulnerable than others. For this reason our commitment to Safeguarding connects directly with this plan. It should be read in conjunction with our Safeguarding Policy, as well as all other relevant school policies.

## 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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

<b>Aim 1</b>	<b>Improve and maintain access to the physical environment for all stakeholders</b>
<p>To have adapted school environment to meet the needs of current pupils and stakeholders and continue to monitor and adapt as required. This will include:-</p> <ul style="list-style-type: none"><li>• Reasonable adjustments are made for all pupils with a disability, medical condition or other access need. This will enable as full inclusion as possible for all pupils and that safe evacuation can be carried out.</li><li>• Consider the needs of visitors prior to visits.</li><li>• Access to disabled toilets is clear and emergency cord alarm is clear to see. Changing bed available as required.</li><li>• Markings (Yellow Paint / Yellow tape) in main areas identified as required to support visually impaired children safely move around school.</li><li>• Dedicated disabled parking spaces in the school car park.</li><li>• Clear access to first floor of the KS1 extension.</li><li>• All main entrances in the main school building are wheelchair accessible</li><li>• The outdoor building to have accessibility.</li><li>• Lights installed to rear playground to aid visibility</li></ul>	
<b>Aim 2</b>	<b>Increase access to the curriculum for all pupils</b>
<p>To have adapted the curriculum to meet the needs of current pupils and continue to monitor and adapt as required. This will include:-</p> <ul style="list-style-type: none"><li>• Up-to-date training for staff working 1:1 with children with disabilities.</li><li>• Personalised IT solutions for pupils with visual impairment and other conditions (for example, personal laptop, additional screen to show IWB resources, teaching of touch typing and its use as an alternative to record work etc)</li><li>• Adapted Resources for pupils with Visual impairment and other disabilities.</li><li>• Adapted Curriculum, where appropriate to ensure all children can fully participate, whatever their disability</li><li>• Working with External visit providers (including Residential Experiences and PE providers) to ensure that all children can fully participate in such activities.</li><li>• Regular involvement of VI team in school to support best practice and to support children's progress</li><li>• Where it is required, one to one support to enable pupils to access the full curriculum.</li><li>• Review policies to ensure they reflect inclusive practice and procedure and take into account any adaptations that are needed.</li><li>• Establish and maintain close liaison with parents and carers to ensure collaboration and the sharing of information between school and families. Adaptations and provision is planned for, put in place and reviewed regularly.</li><li>• Establish and maintain regular contact with outside agencies for pupils with additional needs and ensure collaboration between all key personnel. This will ensure a consistent approach.</li><li>• Pictorial timetables for those children who would benefit from this.</li><li>• The use of PECS (picture exchange system) where appropriate</li></ul>	

- Create and offer information in alternative formats, for example electronically. Send information to parents via email.
- Access arrangements for statutory testing.
- Ensure school have sought to find out visitors' and parents' access requirements and make reasonable adjustments where possible.

<b>Development Objectives &amp; Actions</b>		<b>Targeted Aim</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Notes</b>
<b>Review of school accessibility and preparation for 2021-22 academic year</b>					
	Accessibility school walkround to examine key strengths and areas for development.	1	Inclusion leader, Equalities governor and business manager	Summer Term 2021	
	Development points will lead into a further Accessibility plan for September 2021	1	Inclusion leader	Summer Term 2021	
<b>Review of curriculum access and preparation for 2021-22 academic year</b>					
	SEN walkround to examine curriculum provision for children, including those with a disability	2	SENCO, Headteacher	Spring 2 2021	
	Development points will lead into a further Accessibility plan for September 2021	2	Inclusion leader and SENCO	Summer Term 2021	
<b>Top playground improvement of access-</b>					
Ramp from main school entrance to top playground.					
	Provisionally available with LCVAP funds. Plans for ramp to be discussed in Spring/Summer resources meeting.	1	Resources Committee & Business manager	Spring Term 2 2021	
	Possibility of Diocesan approval for the end of academic year	1	Resources Committee & Business manager	July 2021	

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. Monitoring of progress on this plan will be the responsibility of the Headteacher. Progress made within each year of the plan will be reviewed by the Teaching & Learning Committee of the Governors.

## **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

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				