



## St Peter's Church of England (Aided) Primary School Accessibility Policy

The Governing Body of St Peter's Church of England (Aided) Primary School adopted this policy on 18/11/2014.

Signed: \_\_\_\_\_ (*Chair of Governors*)

Signed: \_\_\_\_\_ (*Head Teacher*)

Review every 3 years

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## **1. Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Policy/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. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Peter’s Church of England (Aided) Primary School the Plan will form part of the School Development Plan and will be monitored by the Head Teacher and evaluated by the Health, Safety, Wellbeing and Premises Governors’ committee. The current Plan will be appended to this document.

At St Peter’s Church of England 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.

- 1) The St Peter’s Church of England (Aided) 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.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.
- 3) St Peter’s Church of England (Aided) 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.
- 4) The St Peter’s Church of England (Aided) 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:-

- i. 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 – 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;
  - ii. 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;
  - iii. 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.
- 5) The St Peter's Church of England (Aided) Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - Behaviour Policy
  - Curriculum Policy
  - Emergency Incident Management Plan
  - Health, Safety and Wellbeing Policy
  - Equality Objectives
  - Medical Conditions Policy
  - School Prospectus
  - School Improvement Plan
  - Special Educational Needs Policy
  - Staff Development Policy
- 8) 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.
- 9) 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.
- 10) The Accessibility Plan will be published on the school website.

- 11) The Accessibility Plan will be monitored through the Health, Safety, Wellbeing and Premises Committee of the Governing Body.
- 12) The school will work in partnership with Leicester Diocesan Board of Education and the Local Authority in developing and implementing this Accessibility Plan.
  
- 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims and Objectives**

**Our Aims are:**

- **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

## **3. Current good practice**

We aim to ask about any disability or health condition 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 learning 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 available 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.

#### **4. Access Audit**

The school is a single storey building with corridors and several access points from outside. Both KS1 and KS2 areas are easily accessed from the outside. The hall is accessible to all.

On-site car parking for staff and visitors include one dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure split-level lobby fitted with a lift which can accommodate a large wheelchair. This is maintained on a regular basis through a service agreement with Midland Lift Services Ltd. School staff are trained in the operation of the lift when relevant. Training is reviewed annually. The reception has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available just beyond reception within the school. This is fitted with a handrail and a pull emergency cord.

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

#### **5. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with Leicester Diocesan Board of Education and the Local Authority.

## 6 Accessibility 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.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To liaise with Nursery providers to review potential intake for Sept 15	To identify pupils who may need additional to or different from provision for Sept 15 Intake	Sept 2015/2016	HT EYFS Teacher SENCO	Procedures/equipment /ideas set in place by Sept 2015
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2014/2015	HT All subject leaders Registrar	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing throughout 2014/2015	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with ongoing health needs eg. Children with severe asthma, epilepsy or mobility issues	To ensure collaboration between all key personnel	Ongoing throughout 2014/2015	HT LSA's Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all staff and children.	Outside Play visits; Employment of specialist advisory teachers, CPD for staff and:- <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered</li> <li>• A range of support staff</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from occupational therapy</li> </ul>	Ongoing	Teachers SENCO Ed Psych	Advice taken and strategies evident in classroom practice

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	To finely review attainment of all SEN pupils	SENCO/Class Teacher meetings/Pupil progress	Termly	Class Teachers SENCO	Progress made toward IEP targets  Provision mapping shows clear steps and progress made
	To monitor attainment of Able, G & T pupils	Able G&T booster groups/ activities  Monitor Able G&T list	Ongoing  Annually	Able G&T Co-ordinator  Class Teachers	Able G&T children making proportionate progress  Achieving above average results
	To promote the involvement of disabled students in classroom discussions/activities  To take account of a variety of learning styles when teaching	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Features such as sticky keys to aid disables users in using a keyboard</li> <li>• Elklan training for relevant staff</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people</li> </ul>	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms  Ensuring that the needs of all disabled pupils, parents and staff are represented within the school

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>LONG TERM</b>	To evaluate and review the above short and medium term targets annually	See above	Annually	SLT Core curriculum co-ordinators Governors	All children making good progress
	To deliver findings to the Governing Body	Finance, Premises and Curriculum Governors Committee meetings	Annually Termly SEN Governor/ SENCo meetings	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

**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>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	Improve physical environment of the school	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, and more accessible facilities and fittings	Ongoing	SLT	Enabling needs to be met where possible
	Ensuring a visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained

SHORT TERM	Ensuring all with a disability are able to be involved	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of support plan progress</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in school and at meetings etc</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met at all events</li> </ul>	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible
	To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed	With immediate effect, to be constantly reviewed	HT Registrar Occupational Health	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>• Utilise disabled parking space for disabled drop off &amp; collection of children</li> <li>• Arrange for staff qualified in sign language to communicate with hearing impaired parents if appropriate</li> <li>• Offer a telephone call to explain letters home for some parents who need this</li> <li>• Adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>	With immediate effect, to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	To improve community links	School to continue to have strong links with St Peter's Church, other schools within the Family of Schools and Leicestershire Authority	Ongoing	SLT  All staff	Improved awareness of disabilities, the wider community, the world and their needs.  Improved community cohesion

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>LONG TERM</b>	Continue to develop playgrounds and facilities	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas
	To ensure driveway, roads and paths around school are as safe as possible	Communication with parents via safety messages / newsletters / walk to school week  Bikeability for Year 6 children	Ongoing	PSHE Co-ordinator  SLT	No accidents
	To maintain accreditation of Leicestershire Healthy Schools award	Continue to work towards Leicestershire Healthy Schools target	Ongoing	PSHE / Healthy Schools Co-ordinator  Whole school approach	Achievement of award

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

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	Parent with hearing impairment	Regular communication with parents  Staff made available for parents' evenings and annual reviews who are qualified in sign language if appropriate	Ongoing	Class Teacher  SLT	Two way communication in place
	To ensure all children with ASD have access to the curriculum	Regular parental communication  Individualised multi-sensory teaching strategies used for ASD children	Ongoing	All staff to be aware	ASD children able to access curriculum
	To enable improved access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> <li>• Investigate symbol software to support learners with reading difficulties</li> <li>• Raising awareness of font size and page layouts will support pupils with visual impairments</li> <li>• Auditing the school library to ensure the availability of large font and easy read texts will improve access</li> <li>• Auditing signage around school to ensure that it is accessible to all is a valuable exercise</li> </ul>			

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	To review children's records ensuring school's awareness of any disabilities	Information collected about new children <ul style="list-style-type: none"> <li>• Records passed up to each class teacher</li> <li>• End of year class teacher meetings</li> <li>• Annual reviews</li> <li>• IEP Meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Personal health plans</li> <li>• Significant health problems – children's photos displayed on staffroom notice board and in the First Aid room</li> </ul>	Annually	Class Teachers  Outside agencies  SLT  Office staff	Each Teacher / staff member aware of disabilities of children in their classes

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>LONG TERM</b>	In school record system to be reviewed and improved where necessary  (Records on SIMS / Network protected)	Record keeping system to be reviewed	Continual review and improvement	Assessment Co-ordinator / SLT	Effective communication of information about disabilities throughout the school