

## St Paul's C.E. Junior School

### Accessibility Policy & Plan

#### 2014 – 2017

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.

St. Paul's C.E. 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. The school will take positive action with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This policy aims to ensure that, through careful planning, barriers to learning are, over a period of time, eliminated.

### Aims and Objectives

- to ensure that all pupils have equal access to a broad, balanced and differentiated curriculum;
- to provide access to the curriculum for disabled pupils without disadvantaging the education of other pupils in the school;
- to ensure disabled pupils can participate fully in extra-curricular activities, clubs and school trips;
- to continue to improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and to improve the availability of accessible information to any disabled person;
- to challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion;
- improve the availability of accessible written information;

The Accessibility Action Plan is included as an Appendix to this document.

### Scope of the Plan

**Increasing the extent to which disabled pupils can participate in the school curriculum by:**

- monitoring those areas of the curriculum that are normally difficult for disabled pupils to access; where necessary, re-rooming to more easily accessible classrooms
- further investigating what support or alternative approaches can be adopted to increase the choice/participation of disabled pupils;
- exploring alternative provision and collaboration that will assist disabled pupils to learn, including liaison with the LA Special Educational Needs and Disabilities Team.

The school will adapt the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum such as participation in after-school clubs and activities or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist advisers and health professionals.

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

The school has enhanced the environment for disabled pupils and visitors with the addition of disabled toilet facilities and shower. There is also a designated parking space in close proximity to the main school entrance.

The school will continue to take account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible facilities and fittings.

**It will strive to improve communication by:**

- produce all school literature at the correct font size to help visually impaired pupils;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school will monitor ways to improve the delivery of written information to pupils, staff, parents and visitors with disabilities and make full use of local services for providing information in alternative formats (e.g. Braille or audio) when required or requested.

## **Financial Planning and Control**

The Headteacher with the Leadership Team, together with the Finance and Personnel Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time the School Accessibility Plan actions will be integrated into the School Development Plan and into current and future budget commitments.

## **Implementation**

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- providing information regarding all services available to support the school and staff.

## Monitoring

Monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to future action planning. Areas to be monitored include:

- improvement in physical access to the school site as required;
- provision of information and training for staff to ensure that they are able to support pupils with a range of disabilities, that they have high expectations of all pupils, and that they strive to remove barriers to learning and participation;
- Information and training provision to enable staff to conduct lessons and meetings in a user-friendly way;
- success in meeting identified targets;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of school life.

The Governing Body has overall responsibility for the operation and monitoring of this plan, which it delegates to the HSSE Committee via the Finance & Personnel Committee. The Office Manager and Headteacher have responsibility for the co-ordination of the physical and information access aspects of this plan and the Inclusion Manager, all aspects of this policy that relate to the curriculum and staff training. The Plan will be reviewed every three years and approved by the Governing Body. It will form an appendix to the School Development Plan.

## Accessing the School's Plan

The plan will be available on the school website and references in the Newsletter.

## Related Policies

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

- Curriculum Policies
- Equality Policy and Objectives
- Health & Safety Files
- Behaviour Policy
- School Development Plan
- Complaints Policy
- Special Needs Policy



## St Paul's C.E Junior School

### Accessibility Plan 2014 - 2017

Target	Task	Timescale	Responsibility	Cost
The school is fully compliant with the statutory duties related to accessibility detailed in the Equality Act 2010 and governors are clear about their legal duty and the requirements of current legislation.	Accessibility Plan updated and becomes an annual agenda item at FGB Meeting and a termly agenda item for the HSSE and Finance and Personnel Committees	ongoing	Clerk to Governors	n/a
<b>Physical Environment</b>				
To continue to improve access to the physical environment for all, ensuring the highest levels of safety	Carry out an annual Access Audit of school buildings and grounds and produce an action plan	ongoing	Headteacher, Office Manager	Direct Access Consultancy Audit £495
	To create access plans for individual disabled pupils as part of the IEP process		Inclusion Manager	Supply cover to release teaching staff to work with Inclusion Manager
	To be aware of staff, governors and parents access needs and make any necessary adjustments to school events		Headteacher, Inclusion Manager & Secretary	n/a
	To consider access needs during the recruitment process		Headteacher and Inclusion Manager	n/a
	Review evacuation procedure and put in place Personal Emergency Evacuation Plans (PEEP) for any pupil or member of staff with a disability	Annual Review PEEPs implemented as required	Headteacher, Office Manager and Site Controller Inclusion Manager	n/a
	Ensure that all visitors to the site are aware of their responsibilities in the event of an evacuation	ongoing	Secretary	n/a
	Ensure all areas of school can have wheelchair access & that egress routes are visually checked on a weekly basis	ongoing	Site Controller and Class Teachers	n/a
	Improve signage and external access for visually impaired by yellow strip marking step edges	ongoing	Site Controller	£50 for yellow paint & stencils

	Find out the access need of parents via the Newsletter	November 2014	Headteacher & Secretary	n/a
Communication				
Review all information and ensure that it is accessible to parents	Review contextual admissions data to look at the % of families for whom first language is not English	November 2014	Headteacher & Secretary	n/a
	Explore the availability and costs of published information in alternative languages for 'generic' e.g. free school meals, penalty notices etc.	December 2014	Secretary	tbc.
	Display on the website and in Newsletters that the School Office will support and help parents to access information and complete school forms	ongoing	Secretary	n/a
	Ensure that the website and all documents posted there can be accessed by the visually impaired.		Secretary	n/a
	Provide information and letters in clear print in 'simple' English		Headteacher & Secretary	n/a
Curriculum				
Staff have an excellent knowledge and understanding of the needs of SEN pupils and how to effectively differentiate the curriculum	Review the needs of pupils with specific learning needs & provide relevant training for teaching, learning support staff and governors	ongoing	Inclusion Manager	Costs of Training allocated from CPD budget allocation
Staff have good level of knowledge disability issues and how to support disabled pupils in accessing the curriculum	Review the needs of pupils with specific disabilities & provide relevant training for teaching, learning support staff and governors			
Ensure that all staff are aware of the guidance on accessible formats	Where necessary, change the delivery of written information into an appropriately sized format for pupils with a visual impairment	ongoing	Class teachers	Costs of copying from learning resources budget allocation
	Provide dyslexia guidance for all staff on the use of coloured overlays, reading rulers, coloured backgrounds on Smart Board files and worksheets etc.	termly	Inclusion Manager	n/a
	Ensure that IEPs and EHC Review paperwork is in a child friendly format	ongoing		
Ensure that all out of school activities, including trips and the Year 6 residential, are planned to ensure the participation of all pupils	Review all out of school provision to ensure compliance with legislation	ongoing	Headteacher & Team Leaders	n/a

Ensure that classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of pupils and adults alike	Review and implement an appropriate layout of furniture and specialist equipment to support the learning process in individual classrooms and the Base e.g. Alphasmarts, laptops, Sound Field Systems etc.	ongoing	Inclusion Manager, Class teacher, OT, HI, VI staff	Costs determined by the nature of the equipment required
	Seek support from and liaise with HI/VI/OT staff with regard to provision for children with hearing, visual or physical impairments			n/a
Access arrangements are in place to meet individual needs when taking standardised tests and the appropriate level of support provided	Inclusion manager and SEN Assistant will carry out appropriate testing and ensure that results and reports are submitted in order to support the application for access arrangements	Spring term	Inclusion Manager and SEN Assistant	n/a
Use ICT software to support learning	Ensure that ICT software to support individual needs is installed where needed	ongoing	ICT Technician	costs of software from ICT budget allocation

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