

SOUTHROP C OF E PRIMARY SCHOOL

ACCESSIBILITY PLAN

ISSUE DATE: JULY 2019

REVIEW DATE: JULY 2022

SOUTHROP C OF E PRIMARY SCHOOL ACCESSIBILITY PLAN JULY 2019

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.

At Southrop C of E Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Southrop C of E Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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.

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 pupils, parents, staff and governors of the school.

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.

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are					

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	appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible 	Short term – provide specific aids to support specific pupil with mobility issues. Ensure chair is maintained and adjusted to match child height	Purchase and install additional equipment. Investigate installing lower	Miss Davies Mrs McLellan	December 2018 July 2020	Pupil experiences no barrier to the environment he needs to access due to his impaired mobility. Decision to make adjustments

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	height	Medium term – consider adjustments to door bell at main gate to ensure it is accessible to all.	handrail on ramp. Investigate possible adjustments with potential suppliers.			made on the basis of test of 'reasonableness'
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations 	Short term – review need for new/updated visual timetables for specific pupils. Medium term – plan for review of internal signage to include for pictorial	SENDCO to discuss needs with TAs and teachers. Consideration of room names and design of	Mrs Williams Mrs McLellan	Sept 2019 December 2019	All pupils with need will have a visual timetable laid out in a way that they can understand which supports their learning. Signing will reflect new room names and will facilitate users

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	<ul style="list-style-type: none"> • Clicker grids for writing • Widget for visual timetables, etc. • Word/picture maps for topic work. • Pre-teaching vocabulary 	and braille components.	signs and locations			locating appropriate spaces.

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 governing body

5. Links with other policies

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

- Risk assessment policy
- 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

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of storeys	Single storey throughout	None	N/A	N/A
Corridor access	Main building only.	Ensure thoroughfare clear for routine and emergency access for those with ambulant disability.	Junior Class teacher.	Ongoing
Lifts	None	None	N/A	N/A
Parking bays	No on site vehicles. Parking on public highway (no restrictions)	None	N/A	N/A
Entrances	Single gateway access through drystone wall. Adequate for wheelchair access.	Consider how doorbell can be reached by wheelchair users.	Mrs McLellan	July 2019
Ramps	Ramp to infant classroom is adequate.	Half height hand rail to be added to infant class ramp.	Mrs McLellan	October 2019
Toilets	Compliant disabled toilet in main building. Additional freestanding seating/balance aid provided in infants' cubicle.	Maintain special equipment (rails, alarm, etc.)	Mrs McLellan	Ongoing

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Reception area	Adequate access but note that due to age of original building, main corridor cannot be accessed by wheelchair due to restricted width. It is impractical to widen due to depth of structure.	Ensure thoroughfare clear for routine and emergency access for those with ambulant disability.	Mrs Simmons	Ongoing
Internal signage	Meets minimum standard for health & safety (i.e. escape routes, fire alarm call points, etc.) but little or no 'information' signage.	Consider need for additional signage suitable to meet needs of school users.	Mrs McLellan	December 2019
Emergency escape routes	Adequately planned and signed. Process for assistance of pupils with specific needs is planned and rehearsed.	Specific PEP for one child. Staff informed and rehearsed	Mrs Williams	Sept 2019