**Whole School**



**Accessibility Plan 2019-2020**

# Shield Row Primary School Accessibility Plan – 2019 to 2020

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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:

1. He or she has a physical or mental impairment, and
2. 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 Shield Row Primary the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Headteacher and evaluated by the Equal Rights Governor, Wayne Thompson. The current Plan will be appended to this document.

At Shield Row Primary, 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 Shield Row Primary 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. 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.
3. Shield Row Primary 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 Shield Row Primary 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 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;
	* 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.

1. The Shield Row Primary Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
2. 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.
3. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
	* Asset Management Plan
	* Behaviour Management Policy
	* Curriculum Policy
	* Critical Incident Support Plan
	* Equal Opportunities Policy
	* Health & Safety Policy
	* Equality Plan
	* School Prospectus
	* School Improvement Plan
	* Special Educational Needs Policy
4. 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.

1. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
2. The Accessibility Plan will be published on the school website.
3. The Accessibility Plan will be monitored through the Governing body
4. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
5. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: Jill Cooke

Date: January 2020

# 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

# 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 our ongoing communication between home and school.

## 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.

# Access Audit

The school is a single level building with corridors and several access points from outside. All areas are ground level with some entrances having steps to enter the building. There is 1 hall on ground level and has easy access without steps.

On-site car parking for staff and visitors. All entrances to the school are either flat, stepped or ramped and the main access points have wide doors fitted. The main entrance is accessed through a buzzer system; this is accessible by wheelchair users.

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

# 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 the Local Authority and outside agencies.

# 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.

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| **SHORT TERM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| To liaise with Nursery providers to review potential intake for Sept  | To identify pupils who may need additional to or different from provision for Sept 2020, 2021 and 2022 Intakes | Ongoing | HTEYFS teacherSENDCO | Procedures/equipment/ ideas set in place for Sept start of term |
| To review all statutory policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing  | HTAll subject leadersSENDCO | 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  | HTSENDCOAll Teachers | Clear collaborative working approach |
| To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues. | To ensure collaboration between all key personnel | Ongoing throughout | HTTAsOutside agencies | Clear collaborative working approach |
| To ensure full access to the curriculum for all | Outside Play visits; Employment of specialist (advisory) teachers; CPD for | Ongoing | Teachers | Advice taken and strategies evident in |

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|  | children. | staff and:* A differentiated curriculum with alternatives offered.
* A range of support staff including trained teaching assistants
* Multimedia activities to support most curriculum areas
* Use of interactive ICT equipment
* Specific equipment from occupational therapy
 |  | SENDCOSpecial school Ed Psych | classroom practice.ASD children supported and accessing curriculum. |
| **MEDIUM TERM** | **Tasks/Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| To finely review attainment of all SEND pupils. | SENDCO/Class teacher meetings/Pupil progressScrutiny of assessment system Regular liaison with parents | Termly | Class teachers SENDCO | Progress made towards support plan outcomesProvision mapping shows clear steps and progress made |
| To monitor attainment of all pupils with a clear focus upon disadvantaged pupils | Subject leaders, PP Lead, SEND Co, SLT and Governors, closely monitor progress of all groups throughout the year. | Termly | Leadership team | All groups of children make substantial and sustained progress against relative starting points. |

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|  | To promote the involvement of disabled students in classroom discussions/activitiesTo take account of 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)* Wheelchair access
* Screen magnifier software for the visually impaired
* Ear defenders –Sensory-ASD
* Features such as sticky keys and filter keys to aid disabled users in using a keyboard
* Elklan training for relevant staff
* Giving alternatives to enable disabled pupils to participate successfully in lessons
* Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.
 | 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. |
| **LONG TERM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| To evaluate and review the above short and long term targets annually | See above | Annually | SLT, Core curriculum coordinators, SENDCO, Governors | All children making good progress. |
| To deliver findings to the Governing Body | Governors meetings | Annually Termly SEN Governor / SENDCOmeetings | SENDCOSLT/SENDGovernor | Governors fully informed about SEND 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.

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| **SHORT TERM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Improve physical environment of school environment | The school will take 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. |
| Ensure 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. |
| Ensuring all with a disability are able to be involved. | * Create access plans for individual disabled children as part of support plan process
* Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.
* Include questions in the confidential pupil information questionnaire about parents/carers' access needs and
 | With immediate effect, to be constantly reviewed | Teaching and non-teaching staff | Enabling needs to be met where possible. |

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|  |  | ensure they are met in all events. |  |  |  |
|  | 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 | Head TeacherSENDCO(School nurse) |  |
|  | Ensuring disabled parents have every opportunity to be involved | * Arrange specialists from the RNID to communicate with deaf parents
* offer a telephone call to explain letters home for some parents who need this
* adopt a more proactive approach to identifying the access requirements of disabled parents
 | With immediate effect to be constantly reviewed | Whole school teamWith immediate effect to be constantly reviewed | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child’s education |

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| **MEDIUM TERM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| To improve community links | School to continue to have strong links with schools in the local community and trust community. | Ongoing | All staff | Improved awareness of disabilities/the wider community, Stanley and the world and their needsImproved community cohesion |
| **LONG TERM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Continue to develop playgrounds and facilities. | Look for funding opportunities | Ongoing | Whole school approach | Inclusive child-friendly play areas. |
| To ensure driveway, roads, paths around school are as safe as possible. | Communication with parents via safety messages /letters/walk to school week/ Marvellous me/Texting service. Bikeability for Year 6 children | Ongoing | PSHE Coordinator | No accidents |
| Our pupils are active, healthy and understand the ways they can help to look after their own emotional wellbeing | Enrich the curriculum and assemblies to develop physical and emotional wellbeing. Utilise outside agencies wherever required and our own internal resources. | Ongoing | HT | Active, healthy and confident pupils |

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

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| **SHORT TERM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Parent with Hearing impairment | Regular communication with parentsSpecialists provided for parents’ eve/annual reviews | Ongoing | Class teacher SMT | Two way communication in place. |
| To ensure all children with ASC have access to the curriculum | Regular parental communicationIndividualised multi-sensory teaching strategies used for ASC children. | Ongoing | All staff to be aware | ASC children able to access curriculum. |
|  | To enable improved access to written information for pupils, parents and visitors. | * Investigate symbol software to support learners with reading difficulties.
* Raising awareness of font size and page layouts will support pupils with visual impairments.
* Auditing the school library to ensure the availability of large font and easy read texts will improve access.
* Auditing signage around the school to ensure that is accessible to all is a valuable exercise.
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| **MEDIUM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| To review children’s records ensuring school’s awareness of any disabilities | Information collected about new children.* Records passed up to each class teacher.
* End of year class teacher
 | Annually | Class teachers Outside agencies | Each teacher/staff member aware of disabilities of children in their classes |

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|  |  | meetings* Annual reviews
* Support plan meetings
* Medical forms updated annually for all children
* Personal health plans
* Significant health problems – children’s photos displayed on staffroom notice board / info kept in separate file in staffroom/
* Locked away in classLocked away in filing cabinet in each class
 |  | Office staff |  |
| **LONG TERM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| 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 | HT | Effective communication of information about disabilities throughout school. |