

# Accessibility Plan

## West Tytherley CE Primary School



<b>Approved by:</b>	Edd Dunkin	<b>Date:</b> 8/05/18
<b>Last reviewed on:</b>	March 2018	
<b>Next review due by:</b>	March 2021 (3 years)	

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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.

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all its pupils with a broad, accessible and inclusive curriculum, differentiated and adjusted to meet the needs of each individual pupil.
- 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, including local authority departments and other external outreach services.
- 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 parents, staff, governors and local community members.

## 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	Objectives	Actions to be taken	Person responsible	Date to complete	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We make reasonable adjustments to enable all pupils to participate and benefit from wider opportunities along with the peers.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ensure that all staff receive the appropriate training to meet the childrens' needs.</p> <p>Ensure that the provision for pupils with additional needs are inclusive.</p> <p>To increase opportunities, where possible, to raise the awareness of disability within the delivered curriculum.</p>	<p>Review the training needs of current staff and liaise with appropriate organisations.</p> <p>Review the inclusiveness of the provision of equipment and environment for all pupils and take appropriate action.</p> <p>Invite visitors to talk with pupils about living with a disability and how they have overcome difficulties. These can be achieved through:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Visits and visitors</li> <li>• PHSE</li> <li>• Class discussions</li> </ul>	<p>SENCO</p> <p>HT/SENCO</p> <p>All staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All staff feel confident to meet the learning needs of all pupils.</p> <p>All children are able to access, feel included and enjoy a broad and enriching curriculum alongside their peers.</p> <p>All children have a broader view of disability and an appreciation of diversity.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators (if required)</li> <li>• Corridor width</li> <li>• Disabled parking bays (if required)</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Replan and adapt the EYFS environment to reduce clutter, increase accessibility, improve overall organization and support learning.</p>	<p>Seek advice from HCC EYFS advisor on improving the learning environment:</p> <ul style="list-style-type: none"> <li>• Reducing clutter</li> <li>• Zoning areas</li> <li>• Reorganising furniture and resources</li> </ul>	<p>EYFS staff &amp; Vicky Chambers</p>	<p>Sept 2018</p>	<p>The Early Years environment is well organised, purposeful, accessible and stimulating – enabling all learners to access their entitlement.</p>
		<p>To refurbish the all-weather canopy in Early Years for safe, all year-round access.</p>	<p>Seek advice as to design, cost and timescale for project.</p>	<p>KF/Head/Govs</p>	<p>May 2018</p>	
		<p>Review the arrangements in place for parents parking, 'dropping off' and access into school.</p>	<p>Construct canopy ensuring safety and accessibility for all children.</p>	<p>KF/Head</p>	<p>July 2018</p>	
			<p>Communicate with parents (<i>through website, newsletter &amp; email</i>) to ensure that they know about available parking zones and access to school.</p>	<p>KF/JN/Head</p>	<p>June 2018</p>	<p>The arrangements in place for parking, 'dropping off' and access into school are well understood by parents and congestion is minimised.</p>
			<p>Work alongside the Parish Council to maximise the space available for parking in the community.</p>	<p>Head/Parish Council</p>	<p>May 2019</p>	

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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete	Success criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Modelling to scaffold</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Concrete resources (e.g. shapes, flashcards)</li> <li>• ICT resources</li> </ul>	<p>Ensure that available resources and the learning environment support these good communication principles.</p>	<p>Provide CPD to staff in the use of 'Communication in Print' (Widgit Symbols) to support communication.</p> <p>To review the signage across the school that supports all pupil communication (<i>specifically the environmental signage; golden rules; school vision and values</i>)</p>	<p>SENCO</p> <p>HT/Staff</p>	<p>Sept 18</p> <p>Jan 19</p>	<p>Increase use and recognition of symbols to aid communication and enhance learning.</p> <p>Increase the use of symbols and signage to aid communication and enhance learning throughout the school.</p>

## **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 Finance and Staffing Committee.

## **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

Feature	Description	Actions to be taken	Person responsible	Completed date
Number of storeys	School has a ground floor and an upper floor. Internal stairs link the 2 floors and external steps link the playground to the ground floor classrooms.	None at present		
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	None at present		
Lifts	Lift shaft is already in place and lift can be installed should the need arise.	If necessary, this will require funding to install an operational lift, together with annual maintenance checks.	Head/Property Service/SEN	When required
Parking bays	The school does not have any marked disabled parking bay at present but the staff car park could be used with adult support for easy access/drop off	None at present		
Entrances	Entrances (as part of the extension) are accessible for people standing and sitting in a wheelchair and they can see each other through the glass. Older doors (old school) are narrower, yet both doors could be opened to allow wheelchair users to access.	None at present		
Ramps	Ramps from roadside to ground floor are easily accessible. Gradual slope from staff car park onto the	None at present		

	playground and top entrance provide good access.			
Toilets	Downstairs disabled toilet facilities are well designed, together with a shower.	Check that Grab rail in toilet is present	Caretaker/KF	April 2018
Internal signage	No signage in school	Use widget symbols to create door signs to inform pupils, new staff and visitors of the particular use for the room and for them to identify important rooms.	Head/KF	Sept 2018
Emergency escape routes	Fire exits and emergency routes are well signed throughout the school.	Continue to ensure that signs are well maintained	Caretaker/KF	Ongoing