Accessibility Plan

Date approved	Committee responsible for review of policy	Next review date	Policy on website	Statutory policy
July 2024	Resources	July 2025	Yes	Yes

Headteacher: Mrs Fiona Micklefield

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Our vision promotes the following values: Love, Compassion and Respect.

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.

2. Key objectives

To reduce and, where possible, eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff and visitors with a disability.

3. Principles

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 parent's and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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.

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.

4. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Compliance with the Equality Act 2010 is consistent with the school's approach to equal opportunities and the operation of the school's SEN policy:

The school recognises its duty under the Equality Act 2010:

- not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services
- not to treat pupils with a disability less favorably
- to take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage
- to publish an Accessibility Plan
- The St Lawrence CE Primary School Accessibility Plan shows how access is to be improved for pupils with a disability, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

In performing their duties, governors and staff will have regard to the Equality Act 2010.

5. Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objectives above.

- **Education and Related Activities**

The school will follow the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts. Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 school 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 as needed;

- **Physical Environment**

In collaboration with the HCC Accessibility Team, the school will 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, more accessible facilities and fittings. 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;

- **Provision of Information**

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. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan. The Accessibility Plan for physical accessibility relates to the Accessibility Audit of the school (Appendix 1), 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

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development of a new Accessibility Plan for the ongoing period. The priorities for the Accessibility Plan for our school were identified by: Member of the Governing Body (SEN Governor), Head Teacher & SENDCO were taken to FGB for review.

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6. 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 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 resources include examples of people with disabilities* *Curriculum progress is tracked for all pupils, including those with a disability* *Targets are set effectively and are appropriate for pupils with additional needs* *The curriculum is reviewed to make sure it meets the needs of all pupils*	Be able to track the effectiveness of all interventions	Ensure entry and exit points for all interventions are recorded and effectiveness evaluated	SENDCO	Ongoing	Pupils with a disability make accelerated progress due to targeted support and resources
		Be able to show clearly progress and attainment for groups of pupils, including those with a disability	All tracking grids to show groups of pupils clearly.	HT SENDCO Class teachers	Ongoing	Progress of groups is reported on in class stories and it is clear to see the progress made by pupils with a disability.
		During pupil progress meetings be able to discuss needs of pupils and disabilities and how these needs can be met.	Questions at pupil progress meetings to include discussion about pupils with disabilities	DHT & HT Class teachers	Ongoing	Clear action plans are produced to ensure needs are met and good progress is made as a result.
		Be able to ensure that all children have access to swimming in KS2	Wheelchair and 1:1 swimming teacher organised at Energique	SBM SENCO Class teacher	Ongoing	Child with cerebral palsy is able to access all areas of the curriculum.
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils and visitors as required. This includes:* *Flat entrance to three entrances from playground (main entrance, HT entrance, hall entrance)* *School adapts classroom for any specific children* *Corridors are clear and uncluttered*	To ensure that all fencing supports are visible	Paint fencing supports with correct paint	Caretaker	Ongoing	All fencing supports are clearly marked
		Be able to evacuate anyone in the school within 3 minutes	Have a PEEP for anyone with mobility issues (including children with temporary mobility issues e.g. child with broken leg) Audit all new pupils (or new issues) to ensure adequate provision in place.	HT SBM SENCO	Ongoing/as required	Every person in the school can evacuate safely within 3 minutes.

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	Accessible toilet and changing facilities with handles *Double doors in and out of hall* *Accessible play equipment for all children to play on* *Ensure meeting spaces for parents are fully accessible* *Ensure the outside environment is accessible to all*	Be able to see hazards at night	Check security lights in Autumn term	Caretaker	Ongoing	Anyone leaving the school main entrance can clearly see any obstacles e.g. netball posts and can see clearly how to get out of the main gate
		To ensure all classes have a set of library books that are regularly rotated and easily accessible in the classroom.	Check class bookshelves/storage e.g. baskets	SENDCO Class teacher	Ongoing	Anyone can access library books
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:* *Pictorial or symbolic representations* *Visual timetable*	For visually impaired pupils to have access to information in a suitable accessible format for them.	This may be specific fonts, font sizes. School would contact Hampshire Teacher Advisory Service for VI.	SENDCO	As and when needed.	VI pupils are able to access all information relevant to them.
		For everyone to hear clearly when in the hall and classrooms	School would contact Hampshire Teacher Advisory Hearing Loss service e.g. Radio aids, and using child friendly resources from National Deaf Children's Society website; Deaf Awareness Week (May)	SENDCO	As and when needed.	Pupils who are deaf or have hearing loss are able to clearly hear in the hall or in classrooms.

7. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. The Accessibility Audit will be completed annually in line with the Single Equalities policy and action plan. This will be reviewed by the Headteacher, SENDCO and SEN Governor.

It will be approved by the Resources Committee.

8. 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
- SEND policy
- Supporting pupils with medical conditions policy

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Appendix 1: Accessibility Audit

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of storeys	One	Although there is one storey, there are steps to KS2 boys' and girls' toilets so there would need to be a ramp or there is clear access to the disabled toilet.	Headteacher	Completed
Corridor access	Corridors are kept clear	Continue to keep corridors tidy. No lockers. Every class has a set of coat hooks (either in classroom or corridor)	Headteacher	Completed
Classroom	Newest classroom is suitable for wheelchairs	Class with anyone with a mobility issue would need to be in this classroom	Headteacher	Ongoing
Parking bays	No parking at the school	Would ask Amery Hill to help out if there was a visitor that needed assistance.	Headteacher	Ongoing
Entrances	Three flat and accessible entrances	Hall, HT entrance, Main entrance. Gates are wide enough.	Caretaker	Ongoing
Toilets	One accessible toilet with handles with changing facility	Keep it clear from clutter.	Caretaker	Ongoing
Reception area	Clear, open area	Ensure area is clear	Office staff	Ongoing
Emergency escape routes	Clear and easily accessed from newest classroom and hall	Ensure always clear and surface remains flat	Caretaker	Ongoing

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