

Wrigton Church of England Primary School



Accessibility Policy and Plan

Written by	Sarah Joskey and Deborah Yamanaka
Ratified by	Premises and Facilities Committee
Date of last review	Nov 2017
Date of next review	Nov 2018
Chair of Governors	James Beyer
Headteacher	Sarah Joskey <i>S L. Joskey</i>

Accessibility Policy and Plan

We believe that this accessibility plan is compliant with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010.

School governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period.

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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.

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. 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. Consultation

In order to draw up and review this accessibility plan, representatives from the following groups have been/will be consulted:

- Pupils with disabilities
- Welcome Development Team (pupils)
- Parents of pupils with disabilities
- SENCO
- Learning mentor
- School governor for special educational needs
- School nurse
- Members of the Senior Leadership Team
- External advice (eg. LEA/Health and Safety advisors)
- All parents (via parent questionnaire and other feedback)

4. The site:

The site is divided into two smaller sites (KS1 and KS2) divided by a long pathway with steep steps. The Victorian building has ramp access where necessary although the site represents significant accessibility challenges. The different parts of the site have separate access points and the rear entrance is opened to enable wheelchair access to the upper school area as necessary (e.g. Sports day etc). Two sets of steep steps divide the upper school from the lower school with an interconnecting path. Modifications have been made to improve access within the two areas; however, the significant differential in levels of this 'split' site make it inaccessible to wheelchair users as one whole site. The upper school comprises of four temporary buildings (five classrooms) of which one classroom and one resources room only have step access.

We have regularly looked at the needs and provision we have here at the school for those with a physical disability and have undertaken the recommended self-evaluation framework.

From 2011 the following changes were made to improve accessibility:

- A new classroom with disabled access was installed in Key Stage 2 (accessible only from the Orchard Close entrance)
- We improved access on to the upper playground from class 3 (and fire assembly point) via an additional wide tarmac path
- An additional disabled toilet was installed in the upper school as part of the new accessible Y3 classroom.
- Improved lighting in the entrance, library and public areas of the Victorian building (lower school) was installed including emergency lighting.
- An improved entrance and welcome area with glass viewing panels in the front door and wider corridor/waiting area was created. Differentials between floor heights were reduced and a gradual slope created to enhance disabled access.

We undertook an audit of resources to ensure the environment is suitable for the needs of the disabled pupils of the school. The site was improved to be more accessible to those with disabilities. Provision was reviewed on an annual basis or sooner if a child joined the school with specific needs and changes were made as appropriate. Classroom allocation and play provision were arranged around the physical needs of the pupils.

Since 2014:

- Improved pedestrian and vehicular access to the rear with enhanced car park, improving safety
- Room dedicated for after school use with improved storage facilities and improved housekeeping
- Replacement of 3 classrooms all with ramp access, emergency lighting and compliant with building regulations
- Two additional disabled toilets
- Acoustic modifications to the Y5/6 classroom
- Enhanced school website improving accessibility for visually impaired users and with more information on SEN
- Additional training to staff on adaptations to the teaching to better meet the needs of pupils with SEND
- Lunchtime furniture enhancements to improve portability and ease of preparing the hall for lunch/afternoon school
- Improved handrails in conservation area

5. Impact Assessment

We have carried out an impact assessment on this policy on different groups of people to ensure that our proposals are not discriminative and promote equal opportunities.

6. Information

1. The Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff and governors of the school, and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the 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 be published on the school website. We understand that the LA 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. We are 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 Wrington C of E Primary Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- Further 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 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;
- Further improve 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;
- Continue to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. Links with other policies, strategies and documents

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

- Curriculum Policy
- Equality Objectives (required from April 2012)
- Single Equality Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Positive Behaviour for Learning Policy
- School Improvement Plan
- Asset Management Plan
- School Prospectus and Vision Statement

8. The Accessibility Plan for physical accessibility 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.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The School Prospectus will make reference to this Accessibility Plan.

11. The School's complaints procedure covers the Accessibility Plan.
12. The Accessibility Plan will be published on the school website. Hard copies will also be available from the school office. The plan will be raised at Governor meetings, staff meetings newsletters and other communications.
13. The Accessibility Plan will be monitored through the Governor Premises and Facilities Committee.
14. The school will work in partnership with the Local Authority and the Diocese In developing and implementing this Accessibility Plan.
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

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Improve the awareness of equality, accessibility and inclusion

Targets	Strategies	Action	Outcome	Timeframe	Achieved Y/N with date	Criteria for goal achieved	monitored
Take opportunities to raise awareness of the Accessibility Plan for staff, governors, parents, visitors, contractors etc, at meetings and inductions	Include accessibility as a regular item on the Premises agenda, raised at staff meetings, communications with parents	SLT Govs HT	Everyone to be aware of the plan and recognise their responsibilities	ongoing		Potential accessibility issues are embedded in school life when decision making	HT P&F Govs
To ensure all policies reflect the school's commitment to disability equality	Review policies with accessibility in mind	Govs/ staff	School policies and practice do not limit inclusion by disabled or other groups	2017-2022		Policies are compatible with accessibility issues	Govs HT
Ensure there is a whole school strategy for accessibility	Include accessibility in the SDP	Govs/ SLT	Joined up thinking with whole school approach to accessibility	2017-2022		Accessibility issues from the plan are included in the SDP	HT SLT P&F govs

Improving the Delivery of Written Information

Targets	Strategies	Action	Outcome	Timeframe	Achieved Y/N with date	Criteria for goal achieved	Monitored by
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	Admin	The school will be able to provide written information in different formats when required for individual purposes	ongoing		Ongoing Delivery of information to pupils and parents/carers improved	HT P&F
Make available school prospectus, school newsletters and other information for parents in alternative formats. Ongoing Delivery of school information to parents and the local community improved	Review all current school publications and promote the availability in different formats for those that require it	Admin	All school information available for all. School information published on school website and updated regularly.	ongoing		Delivery of information to parents is improved	HT Office
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Include communication question in annual survey.	SLT	School is more aware of the opinions of parents and acts on this.	Term 4 annual		Parental opinion is surveyed and action taken appropriately.	Govs HT SLT
The school has a user-	Work with web	HT	The school has	Jan 2018		Website in	HT

friendly website which can be easily updated.	designer to review existing website and make alterations as recommended based on excellent practice		explored best practice in web design and has an attractive, easy to use website.			action and receives good feedback	IT lead SLT
Improve the clarity of signage around the school	School Council to work with SJ to determine signs	School Council (pupil)	Visitors to the school can find their way around with greater ease	Term 4 2018		Signage completed	SLT P&F
Ensure services are accessible to all	Offer direct assistance to pupils and adults who may have problems accessing or processing information, including those who do not have access to technology.	ALL	Improved service to vulnerable groups	ongoing	Headteacher Govss SENCO	School has provided assistance to enhance communication. Vulnerable families are able to access services	HT SENCO LM
To respond in a sensitive manner to those with accessibility issues who request additional support or may require	Identify potential vulnerable groups and proactively seek to support them		Identification and improved service to vulnerable groups.	Ongoing	ALL	Satisfaction with communication channels from all	HT Staff office

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Improving the Curriculum

Targets	Strategies	Action	Outcome	Timeframe	Achieved Y/N with date	Criteria for Goal achieved	Monitored by
All extra curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	BM (lead)	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Review at start of each new club and annually		Ongoing Increase in access to all school activities for all pupils.	SENCO SLT
Training for Awareness Raising of Disability Issues and impact on curriculum outcomes as available.	Provide training for staff, as available Update Governors and pupil/ parent community As appropriate	Head/Deputy	Improved awareness of issues relating to access informed by training	Term 3 2018 and ongoing		Ongoing Community will benefit by a more inclusive school and social environment reflecting training undertaken	HT Personnel Govs
Classrooms are optimally	Review and implement a	Class teachers	Lessons start on time without the	ongoing		Increase in access to the	HT Staff

organised to promote the participation and independence of all pupils.	preferred layout of furniture and equipment to support the learning process in individual classes		need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.			National curriculum	SLT
Excellent practice in the differentiation of the curriculum	Senco to support staff in ensuring that differentiation of the curriculum provides improved access	SENCO	Teachers are more confident and able to meet the needs of disabled children in terms of curriculum access	ongoing		Improved access to the curriculum	SLT
Continue to monitor and analyse pupil achievement by disability and act on any trends or patterns in the data that require provision of additional support.	Termly monitoring of achievement includes by disability	Assessment lead	Appropriate support for pupils, raising standards and ensuring inclusive teaching across the whole school.	termly		Termly analysis is carried out and remedial and timely action is taken.	SLT HT Curriculum Gove

Ensure that the learning and developmental needs of all individuals are met to the best of the school's ability..	Range of inclusion strategies will be deployed – use of expertise including OT, Speech and Language, multi-agency approaches, Educational Psychologists etc. in so far as is practicable.	Ongoing Learning Support Staff Teachers Headteacher	All pupils achieve well and view themselves as successful	ongoing	Teachers SENCO	Analysis of data demonstrates that the gap is narrowing for the equality group.	Headteacher Curriculum Committee
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Improving Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan

Targets	Strategies	Action	Outcome	Timeframe	Achieved Y/N with date	Success criteria for Goal achieved	monitored
Improve access to designated areas over successive financial years. Determined by need to replace existing step provision	Planned use of devolved capital/ additional funds as available	Premises committee Head	Improve ramp access to Y5/6	2018/20		Ramps in place offering improved disabled access in multiple rooms within the school	Caretaker HT Govs

Ensure that all public areas of school building and grounds are accessible for all children and adults (as appropriate) and to continually challenge any building modifications to ensure access of the physical environment for all.	Accessibility issues included as part of termly Health and Safety walk. Project manager appointed for any new build or improvement project will ensure compliance with building regulations regarding accessibility	Termly Board of Governors Headteacher SENCO Bursar SLT and Health and Safety Governor	Work towards greater compliance as and when necessary, and find solutions where cost is prohibitive.	ongoing		Premises compliant with legislation and accessible to all (within the limitations of the Grade 2 listed building) Issues of accessibility reported in Health and Safety walk	HT P&F Govs Careta ker
Improve provision of large hall at rear of school with full disabled access	Planned use of devolved capital/ additional funds as available	Bursar/HT LA/other sources	New large hall on field with disabled access	Long term		Children have access to large multi functional hall with adequate disabled access.	Govs
Ensure full access to upper and lower site areas to	Planned use of devolved capital/	Premises committee Head	Develop ramp access between Key Stages one	2018/2020		Improved disabled access	Govs HT Careta

wheelchair users	additional funds as available		and two				ker
Support children in recognising that disability is not a barrier to success	Use a variety of role models for children to confront misconception that disability is a limitation	Teachers SENCO Headteacher	Notable increase in participation and confidence of targeted pupils with development of 'can-do' attitude.	Ongoing		Increase in participation and selfconfidence. Children can talk confidently about role models who have not been limited by a disability.	HT SENC O