



School Accessibility Plan 2019-2020

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This Accessibility Plan is drawn up in compliance 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 of progress of the Accessibility Plan over a prescribed period. 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: (a) He or she has a physical or mental impairment, and (b) 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 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.

Objectives

St Paul’s Walden Primary School 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. The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

St Paul’s Walden Primary School’s Accessibility Plan shows how reasonable adjustments are currently being implemented to ensure that all children can access the physical environment and their learning to enable equal opportunities. The plan also considers further improvement to cater for the needs of disabled pupils, staff and visitors to the school within a given timeframe.

The Accessibility Plan contains relevant and timely actions to:-

- 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; 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

St Paul's Walden Primary School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Behaviour Policy
- Health & Safety Policy
- Special Educational Needs Policy and Special Educational Needs Information Report
- Teaching and Learning Policy
- Equality and Diversity Objectives?

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 on-going period.

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.

The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored by the Governing Body, in particular the Resource Committee. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing current reasonable adjustments as well as recommendations on how the school will address the priorities identified in the plan.

School Accessibility Plan 2019-2020

Physical Access Plan Action Plan A: Improving Physical Access

Area	Current Arrangements	Recommendations	Times scale	Priority	Cost	
Physical access to all areas of the school.	All classrooms are fully accessible. There is a ramp into the school office. Pathways of travel around the school site and parking arrangements are safe.	Maintain good access to the school via pathways and car park. Consider the signage around the school.	On-going	Low	School to make necessary indoor signage. External signage to be costed, if required	HT CoG SENDCo Teachers Premises team
Corridor access.	KS1 and KS2 classes which have pegs as part of the school's main walk way. Coats and bags often fall off the pegs and can cause an obstruction.	Classes will need to ensure that items fallen from coat pegs are not causing any obstruction. Termly audits during 'learning walks' will monitor corridor obstruction, esp for classes with coat pegs near the internal or external doors.	Termly	Medium	None	All
Access to disabled facilities.	Disabled toilet access (KS2 area).	Disabled supports around the toilet - one of the supports is in need of replacing. Consideration of hoist if needed by a pupil in future.	By end of spring term or sooner if we have pupil/staff requiring the facility.	Medium	£200	Premises team Office Manager
Disabled Parking	A disabled space is provided near school entrance with no obstruction.	On-going monitoring to ensure that the disabled parking space is kept free from obstruction. Repainting of the disabled badge is needed to ensure that the space is clearly marked.	By the summer term	Low	£50	Premises team Office Manager

Emergency and evacuation procedures accessible.	Termly fire drills undertaken, these are timed and practice is reviewed after each drill.	Personal Emergency Evacuation Plans (PEEP) will be in place for children with disability and SEN who require them and updated based on evaluation from fire drills to improve safety and efficiency of evacuation. Staff to be familiar of procedures within staff meeting and briefings to cater for any staff absence if an allocated member of staff has responsibility of supporting key children. Fire procedures are clearly stated in all staff handbooks which are received at the start of the new academic year.	On-going	Low	None	HT SENDCo Office Manager Premises team
Consideration is given to background noise.	Advice is to be taken from the Hearing Impairment Team and staff attend annual updates/ training as needed in order to be best informed as to how to accommodate pupils' needs. Pupils have access to noise cancelling headphones where appropriate.	Review with Hearing Impairment Team and stakeholders. Consider steps to reduce background noise to allow access for pupils with hearing impairment.	On-going	Low	To be assessed on an ongoing basis due to recommendations from the Hearing Impairment team.	HT SENDCo
Outdoor lighting	The school is used for letting and meetings in the evenings, there is limited lighting on the playground side of the school. This area is often used as a car park during this time. There is a concern that the raised curbs are a hazard to pedestrians in low light.	The lighting is to be reviewed and quotes gathered. What are the alternatives?	Spring 2020	Medium	Quotes to be gathered	Office Manager Premises team

Action Plan B: Improving Curriculum Access

Area	Current Arrangements	Recommendations	Times scale	Priority	Cost	
Accessibility Plan Audit to be conducted annually by governors	Governors and SLT monitor arrangements and adapt as required.	Annual audit by the SENDCo and H&S Governor to update info and priorities within the Accessibility Plan. Updates to be shared by the H&S Governor and FGB. Accessibility Plan to be on the school's annual review cycle for Governor meetings.	Annual review	High	None	SENDCo Governors, esp H&S Governor
All children have access to the curriculum, differentiated according to need.	There are clear policies for SEND and inclusion our SEND Information Report is updated annually and can be found on the website. The school offer is clear and details the school policy and responsible staff. There are also clear learning and teaching and marking and feedback policies and Pupil Premium policies. Staff seek to mitigate barriers to learning, make reasonable adjustments and recognise stable behaviours. Pupil Provision Plans (PPPs) and one page profiles are used to meet the needs of the individual.	Staff trained in specific areas in order to support the needs of the children in their cohort. All staff work collaboratively with pupils, parents/carers and external agencies to maintain best practice. Use pupil voice to develop provision for pupils with SEND. Regularly review and develop a range of resources available to support children with individual needs.	Termly review	Medium	None	SENDCo
There is access to music, drama and cultural activities for all.	All pupils participate in 2 PE lessons /week, specialist coaches lead and support teachers & TAs in some of these sessions. Sports clubs are offered across the Foundation Stage, KS1 and KS2, including football and dance. Music features in all assemblies. Choir club is offered to all pupils. Music lessons are part of the curriculum across the school. Children participate in festive singing and EYFS/KS1 perform nativity shows. We also have a weekly singing assembly.	Review with stakeholders. Look at how competitive sport and experiences can be increased.	Spring term On-going	Medium	None Potential participation charges.	Head Staff Sports Coaches

<p>Classrooms are organised to promote the participation and independence of all pupils</p>	<p>Classrooms are becoming more ASD/ ADHD/Dyslexia friendly, visual timetables and visual alphabets/number lines are used if appropriate. Now and Next boards are displayed in all classrooms to reduce anxiety and maintain focus. Key words are also displayed and classrooms are organised to allow for independence. Coloured paper and reading rulers are available to support pupils who show characteristics of dyslexia.</p>	<p>SENDCo to carry out Learning Walks to ensure that classrooms are accessible to all children. Teaching staff are working on key areas to further develop inclusion within the class. These may include: 1. A quiet calm area available e.g. reading corner 2. Access to sensory support 3. Prompt cards for organisation</p>	<p>Termly Inclusive Learning Walk Spring 2020</p>	<p>Medium</p>	<p>Possible purchase of resources where gaps have been identified</p>	<p>SENDCo Head</p>
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Improving the Delivery of Written Information

Area	Current Arrangements	Recommendations	Times scale	Priority	Cost	
Information is communicated to parents/carers through a variety of media.	Information can be accessed through a wide variety of written forms including newsletters, flyers and posters. On screen, through the school website and through Gateway accounts. Sharing information is done verbally, through discussions and meetings with school staff. School can access translation provision for parent consultations. Parents who request printed copies of the information on the website are provided with it in a timely manner.	Develop better more effective ways to communicate with parents. Develop a new school website and app. Teachers and support staff to post regular information about their pupils and learning.	By Spring 2020	High	£1800 website – cost for 3 years. App £700 - cost for 3 years.	Head CoG SLT
Parent coffee mornings	Introduced in January 2019, our coffee mornings encourage parents/carers to come in to school to celebrate their child's achievements, network with other parents/carers and have open communication with staff. The mornings alternate between all families and SEND families each half term.	Use these sessions as open communication with parents. Have newsletters and upcoming dates displayed to ensure opportunities to share communication is not missed.	Half termly	Medium	None	SENDCo Head
Family learning opportunities are available at the school.	September 2018: appointment of School Family Worker to start developing and signposting opportunities such as literacy skills and classes for parents/carers with English as an additional language.	Obtain parent voice and develop to enhance communication and access between school and home.	Half termly	Medium	None	SLT