

Accessibility Plan 2106-2018

At Whalley CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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.

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

Whalley CE 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.

The Whalley CE Primary School 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 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 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.

The Whalley CE Primary School 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.

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.

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 through FGB

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 how the school will address the priorities identified in the plan.

Whalley C of E Primary School – School Accessibility Plan 2016-2018

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of access issues</p>	<p>a) to revise or create access plans for individual disabled children as part of the IEP process.</p> <p>b) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>c) Re-circulate information to relevant staff on Access to Work scheme</p> <p>d) Staff to share SENCO passport information with volunteers and support staff to ensure continuity of care for the children</p>	<p>As required</p> <p>Ongoing process</p> <p>End of Autumn term 2016</p> <p>Passports for children with specific access issues to be in place by Autumn T2 All other passports to be in place by Spring T1</p>	<p>SENCO / classteacher / SEND Team</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher / H&S committee</p> <p>SENCO</p>	<p>IEP's are in place for disabled pupils, and all staff are aware of pupils' needs. SENCO passports in place for all SEN children</p> <p>All staff & governors are confident that their needs are met. Lifts available to staffroom. Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school .</p> <p>Access to Work Information in Staff Handbook and on staffroom notice board.</p> <p>Volunteers are aware of needs of SEN children at all times</p>
<p>Ensure everyone has access to reception area</p>	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) Ensure bell on the counter so that wheelchair users can get the attention of staff in the office is accessible.</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>Daily check</p>	<p>Site Supervisor / Health & Safety Committee/ HT</p> <p>H&S Committee</p> <p>Headteacher</p> <p>H&S Committee</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can sit down if waiting for reception. Wheelchair users aren't waiting because staff sitting in the office can't see them</p>
				Visually impaired

Maintain safe access for visually impaired people	<p>Check condition of yellow paint on step edges regularly Check exterior lighting is working on a regular basis</p> <p>Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child</p>	<p>Reapplied Sept 2016 Ongoing checks</p> <p>Completed Sept 2016 but replace as required</p>	<p>Site Supervisor / Health & Safety Committee</p> <p>SENCO/Site Supervisor</p>	<p>people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Light to be fitted near front door.</p> <p>Child knows where equipment ends</p>
Ensure all disabled people can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information c) If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps – Jnr 3,4 & 5 classrooms</p>	<p>As required and highlighted in pupil passport</p> <p>Ongoing</p>	<p>SENCO</p> <p>Headteacher to remind staff</p> <p>SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily</p>
Provide hearing loops in classrooms to support pupils with a hearing impairment	<p>Take advice from SEND Team on appropriate equipment if this becomes necessary</p>	<p>As required</p>	<p>Headteacher</p>	<p>All children have access to the curriculum</p>
Ensure there are enough fire exits around school that are suitable for people with a disability	<p>Ensure staff are aware of need to keep fire exits clear.</p>	<p>Daily</p>	<p>All staff/Headteacher</p>	<p>All disabled personnel and pupils have safe independent exits from school</p>

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of IAP's for disabled children when appropriate. Share information with all agencies involved with each child	In place – reviewed annually	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Spring term 2017	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Spring term 2017	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities. Disabled lift to access Out of School Club.
Develop links with a special school	Work towards Identifying a local school and consider sharing INSET opportunities.	Summer term 2017	SENCO / Headteacher	Increased understanding of the opportunities available to the children

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a welcome sign in reception – in multiple languages.	Spring term 2017	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages Translation Tool to be added to website to allow multi-lingual access	Annually Autumn T2 2016	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all

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