



**St Hardulph's C of E Primary School**

# **Accessibility Plan 2015-2018**

This plan is reviewed every three years and was agreed by the Governing Body of St Hardulph's Primary School in September 2015 **and will be reviewed again in September 2018**

Signed: \_\_\_\_\_ Chair of ~~Governors~~Premises, Health & Safety

Date: \_\_\_\_\_

## **Statutory Policy**

# St Hardulph's Primary School

## Accessibility Plan

### Aims and Vision

At St Hardulph's, **Our Vision** is underpinned by our shared Aims and Values

#### Our Aims

*In partnership with parents, Church and community we aim to:*

- Provide a **welcoming, safe and happy school** with a caring, stimulating environment
- Develop a **passion for learning**
- Nurture **confident and successful learners**
- Encourage the application of **knowledge, skills and practical abilities** relevant to life in a rapidly changing world.
- **Acquire a reasoned set of attitudes** and beliefs based on Christian principles. Also a respect for, and understanding of, other people's religions, moral values and ways of life.
- Encourage a **pride in ourselves** and our achievements
- Teach everyone to show **mutual respect**
- Ensure that **everyone feels valued** and listened to.

#### Our Values

*Determination*

*Respect*

*Kindness Inspiration*

*Friendship Excellence*

*Aspiration Curiosity*

*Honesty Faith*

*Creativity*

*Positivity*



## Accessibility Plan to ensure Inclusion

### Introduction

Since 2005 all public authorities have a duty to promote disability equality; this includes schools and local authorities. The 2010 Equality Act adds further to this duty.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school sets out a plan, reviewed each year, to show how it will address the priorities identified in the plan

### **Disability equality**

The general duty to promote disability equality is owed to all disabled people, which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to account for disabilities, even where that involves treating disabled people more favourably than other people.

### **Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

### Aims

We aim to:

- provide full access to facilities and learning
- enable full participation in all aspects of school life for children, staff, parents and visitors with disabilities

We will do this by:

- reducing and eliminating barriers to accessing the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in approach to obstacles and seeking expert advice if needed

## Accessibility Audit and actions

Policy	Evidence	Action
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	<ul style="list-style-type: none"> <li>• INSET records – school and individuals</li> <li>• Employ member of specialist teaching service for specific pupils</li> <li>• Team Teach Training – at least 2 teachers</li> <li>• Autism INSET</li> <li>• Attachment Disorder INSET</li> <li>• Specialist Assessments- reading, writing, maths</li> <li>• Interventions for groups and individuals</li> <li>• Regular assessments by Speech and Language Therapist – work to their plans</li> <li>• Written reports from external agencies</li> </ul>	Continue to train staff to meet needs of individuals
Pupils with emotional, social and behavioural difficulties are supported in school	<ul style="list-style-type: none"> <li>• Lunchtime Supervisor training – lunch workshops</li> <li>• EP assessments</li> <li>• School Nurse Drop in Sessions</li> <li>• Breakfast Club provision for specific pupils</li> <li>• LSA support for individuals</li> <li>• Pastoral Support Provision</li> <li>• Individual records</li> </ul>	Maximise number of LSAs to support pastorally and in teaching throughout school
Classrooms and other areas are optimally organised for those with disability	<ul style="list-style-type: none"> <li>• Space is utilised to facilitate group and individual learning space</li> </ul>	Utilise outdoor area and other relevant spaces in school. Future building projects – secure access and quiet spaces
Work is differentiated and staff have high expectations of all	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Learning Walks</li> <li>• Reviews</li> <li>• SEND Support Plans</li> <li>• Governors' monitoring</li> </ul>	continuous

Policy	Evidence	Action
Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Learning walks</li> <li>• Book Scrutiny</li> </ul>	continuous
All pupils are encouraged to take part in music, drama and physical activities	<ul style="list-style-type: none"> <li>• Inclusion at extra –curricular clubs, visits and performances Monitored by the SENCo</li> <li>• Swimming provisions</li> </ul>	continuous
Staff recognise and plan for additional time and effort needed by some disabled pupils- slow processing/writing speed, dyslexia, vision impairment	<ul style="list-style-type: none"> <li>• Staff aware of needs – Support Plans/ staff meetings – time for sharing pupil concerns</li> </ul>	SENCo work with class teachers  Relevant publications highlighted
Adults and children listened to and needs addressed	<ul style="list-style-type: none"> <li>• Surveys</li> </ul>	Survey follow up
The layout of areas around school allows access to all. Wheelchairs accessible	<ul style="list-style-type: none"> <li>• Ramps are fitted</li> <li>• The school is a pathway school, so access is available throughout</li> </ul>	Ensure that no steps cause an obstruction (e.g. small step up to Reception classroom)
Furniture and equipment selected and appropriate	<ul style="list-style-type: none"> <li>• Tables and chairs appropriate size</li> <li>• Wedges, speaker boards, coloured overlays, triangular grips, IT etc. to support individuals</li> </ul>	SENCo to ensure that the equipment is available to all teachers
Disabled toilet facilities adequate	<ul style="list-style-type: none"> <li>• Changing bed?</li> <li>• Shower in Reception?</li> <li>• Hoist, if necessary?</li> </ul>	When not in regular use ensure good housekeeping/avoid storage
All information presented in user-friendly way Alternatives provided upon request	<ul style="list-style-type: none"> <li>• Open door policy – regular contact with parents</li> <li>• Office support completing forms</li> <li>• Feedback on parent survey</li> <li>• Curriculum mornings/newsletters/website</li> </ul>	Provide additional support for children without the home support
Maximise pupils' awareness of disability	<ul style="list-style-type: none"> <li>• Through curriculum opportunities</li> <li>• Visitors to school</li> <li>• Assembly themes</li> </ul>	Teachers to ensure a focus on this.