

# ACCESSIBILITY PLAN

## Packington Church of England Primary School 2018-21



### Our Vision Statement

*We want Packington to be a school where:*

- everyone flourishes through the guidance of Jesus Christ.
- our Christian values make a positive impact on our lives.
- we all want to be the best we can be.
- the children make outstanding progress and are ready for life.
- the learning and teaching is fun, imaginative, engaging and motivational.
- you can be happy, safe and healthy and grow spiritually.
- we all work well together.
- relationships are positive and our children have outstanding social skills, excellent cultural development and understand how to make the right choices.
- the leaders and managers are excellent practitioners and contribute to the educational community.

*So that...*

***‘When children leave us they are compassionate, self-confident with a love of life and learning.’***

***The Bible verse that sets this vision in context is John 10:10 “I have come that they may have life, and have it to the full.” For it is the flourishing in the grace of God that will enable our children to be wise, hopeful, live well together with dignity and respect in God’s world.***

***It is a vision that is inclusive to all as we are reminded in the words of Luke 18:16:  
“But Jesus called them to him, saying, “Let the children come to me, and do not hinder them,  
for to such belongs the kingdom of God.”***

***For we are all equal in the eyes of God.***

1. Under the Equality Act 2010 schools should have an Accessibility Plan. 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.

2. This Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from November 2018 – November 2021.
3. Our school Christian vision and ethos drives our commitment to provide a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
4. Packington School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - 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.
  - 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 their duties under the Equalities Act 2010); This covers teaching and learning and the wider curriculum of the school such as participation in before and after-school activities and clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, text messages and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Curriculum
  - Equality and diversity
  - Staff Development
  - Health & Safety
  - Off Site Visits
  - Inclusion
  - Special Needs
  - Behaviour Management
  - School Improvement Plan
  - Asset Management Plan

- School Brochure and Mission Statement
- Teaching and Learning File
- The Disability Equality Scheme
- Mental Health and Emotional Well-being Policy

8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the Governors. It may not be feasible to undertake some of the works during the life of this Accessibility Plan for example because of budget constraints and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period (Oct 2018) in order to inform the development of the new Plan for the following period (November 2021 - October 2024).
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 Brochure will make reference to this Accessibility Plan. The plan will also be displayed on the school website.
11. The School's complaints procedure covers the Accessibility Plan.
12. The Plan will be monitored through the Finance, Curriculum and the Health and Safety Committees of the Governors.
13. The school will work in partnership with other agencies including the local education authority in developing and implementing this plan.
14. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_ Date \_\_\_\_\_

### **The School's Context**

**We are** a maintained Church of England village primary school serving pupils from age 4 -11. The school is based in one building that has been adapted and expanded over the years. We are in a conservation area and this and the limited space is a restriction on how the school can be developed.

### **Aims and Objectives**

#### **Our Aims are:**

- **Increase access to the curriculum for pupils with a disability or a a mental health or emotional well-being issue**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils and adults**

Our objectives are detailed in the Action Plan below

### **Current good practice**

We aim to ask about any disability or health conditions in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, and/ or in conjunction with induction and parents evening events. We recognise that for some pupils their needs change overtime and staff ensure they discuss accessibility arrangements for activities with pupils and parents as required.

### **Physical Environment**

Disabled pupils and those experiencing emotional or mental health issues participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs or emotional and mental health issues. There are very few parts of the school to which disabled pupils have limited or no access at the moment.

### **Curriculum**

There are areas of the curriculum to which disabled pupils may have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Information**

Different forms of communication are made available to enable all disabled pupils and those experiencing mental health and well-being issues to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

### **Access Audit**

The school is a single storey building with predominantly narrow corridors. There are several access points from outside. All rooms are accessible by wheelchair, however there is some alternative provision for egress made for wheelchairs within our fire emergency procedures. The hall is accessible to all. The school has a disabled toilet, fitted with a handrail and emergency cord. On-site car parking for staff and visitors includes a dedicated disabled parking bay. Most entrances to the school are either flat or ramped and have wide doors fitted. The old front door has two steps; it is only used by key holders to open and lock the school. However, it is designated as a fire exit but alternative provision is in place for anyone with mobility issues or a wheelchair.

### **Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

DATE 12.12.2018

**Packington CE Primary School Accessibility Plan 2018-2021**

**Improving the Physical Access at Packington School**

	<b>Target</b>	<b>Strategy/ Action</b>	<b>Timeframe</b>	<b>Cost £</b>
1.	Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height where necessary, as money allows.	As Renovation takes place	
2.	Improve access via the old front door	Replace steps with slope	When funding is available	
3.	Improve physical environment of school environment	The school will take account of the needs of pupils, staff and visitors with physical difficulties, sensory impairments and emotional well-being and mental health issues when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. Individual specific risk assessments to be made as required.	As required	
4.	Ensuring disabled parents have every opportunity to be involved	Put in place plans for disabled parents or family members to drop off & collect children Arrange interpreters from the RNID to communicate with deaf parents. Offer a telephone call to explain letters home for some parents who need this. Adopt a more proactive approach to identifying the access requirements of disabled parents	Ongoing and as required	
5.	Continue to develop playground and facilities to make as inclusive and child friendly as possible.	Look for funding opportunities Continue to develop quiet places such as a Reflection Garden	Ongoing	

### Improving the Curriculum Access at Packington School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
To liaise with Nursery providers to review potential new intake	To identify pupils who may need additional or different provision for Sept	Procedures/equipment/ ideas set in place	Ongoing	Increase in access to the National Curriculum and all school activities
Staff training in supporting pupils with SEND	School SENCO to deliver or procure training where possible. Identify gaps in knowledge and seek external advice if necessary, procure CPD for staff eg Tier 2 ASD training, social stories, ELSA	Staff have the knowledge and skills to provide for and support pupils in their class, fully meeting their needs	From Jan 2019	Increase in access to the National Curriculum and all school activities.  Pupils feel secure and able to talk about their emotional needs and as a result they can fully access learning.
To review all statutory policies to ensure that they reflect inclusive practice and procedure and comply with the Equality Act 2010	Update policies as they are reviewed	All policies clearly reflect inclusive practice and procedure	Ongoing	Increase in access to the National Curriculum
To ensure that teachers have up to date and relevant information to be able to differentiate the curriculum and support pupils with specific needs e.g. hearing loss, selective mute,	1. To gather information by approaching parents and professional agencies as required. 2. Review the specific needs for pupils living with a disability, in terms of basic daily living skills when relevant e.g. living and growing , shopping, frelationships etc	1.All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum. 2.Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	As appropriate – also see SENCO Files Ongoing	Increase in access to the National Curriculum
To ensure that teaching activities are differentiated, appropriate and relevant for SEND pupils.	SENCO to monitor quality of differentiation and provision for SEND pupils	All teachers are able to meet the needs of all learners	From February 2019	Increase in access to the National Curriculum
To ensure that intervention strategies are meeting the needs of learners.	SENCO to audit interventions and their success/impact on		From February 2019	Improved outcomes for pupils

	progress. Provision mapping to be used across all year groups.			
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation  Ensure that advice and guidance on pupil needs is sought from parents, carers and outside agencies to ensure they can participate in activities and visits.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases as required eg work stations where space for pupils with ASD, layout of tables allow space for pupils to move around easily SENCO to monitor	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Increase in access to the National Curriculum
Training for staff on the use of specialist equipment and O.T therapies as required	Use outside agencies to provide training when relevant	Equipment will be used safely and pupils will have access to safe O.T	Ongoing	Increase in access to the National Curriculum and all school activities
To promote the involvement of disabled pupils and those with emotional and mental health issues in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) Wheelchair access Giving alternatives to enable disabled pupils to participate successfully in lessons (use of electronic equipment and	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.	Ongoing	Increase in access to the National Curriculum and all school activities

	<p>programmes, writing aids additional support where possible, etc)          Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p>			
Risk assessments for individual pupils	<p>School SENCO to write individual risk assessment for identified pupils. Risk assessments to be disseminated to appropriate staff.</p> <p>Educational visit risk assessments to be produced as required</p>	Pupils are able to access curriculum and extra-curricular activities safely	From April 2019	Pupils have increased and safe access to curriculum and extra-curricular activities.

### Improving the Delivery of Information at Packington School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with disabilities	Get advice from appropriate outside agencies.	All school information available for all	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved.
To enable improved access to written information for pupils, parents and visitors.	Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library and reading books to ensure the availability of Dyslexia friendly, large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all. Providing notes of information to enable SEN parents to remember key points of meetings - eg bullet points, post-it notes.	Access to written information improves	Ongoing	Increase in access to information