



ST. ALDHELM'S VA CHURCH PRIMARY SCHOOL

Learning together for Life in all its Fullness - John 10:10



Accessibility Plan September 2019- July 2023

Section 1: Vision Statement and Purpose

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. It is drawn up within the context of our Public Sector Equality Duty (PSED) Policy. The Governors of the School and School Leadership Team are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over the prescribed period.

1. We are a Church school with a distinctively Christian ethos. We are committed to providing an 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.
2. St Aldhelm's VA Church Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan is drawn up to cover a three year period. The plan is updated annually.
4. The Accessibility Plan contains relevant actions in order to:
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA. 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 aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Improve and make reasonable adjustments to 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 time frame.
5. The Accessibility Plan's action points for the physical environment relate to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the timeframe and therefore some items may roll forward into subsequent plans. The audit will need to be revisited prior to the end of the three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies are reviewed, due reference will be made to the Accessibility Plan, alongside and within reference to the PSED policy. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The school's complaints procedure will include due reference to Accessibility and PSED.
8. The Accessibility Plan is monitored through the Finance and Premises Committee of the Governors.
9. The Accessibility Plan is subject to external scrutiny, for example by Ofsted as part of their inspection cycle.
10. We acknowledge that there is a need for on-going raising awareness and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Definition of disability - from the Equalities Act 2010

4.4 The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

4.5 The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Section 2: Aims and objectives

Our aims are 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, facilitates and services provided
- Improve the availability of accessible information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives	Actions to be taken	Persons responsible	Date to be completed
<p>Increase the extent to which disabled pupils can participate in the curriculum</p>	<ul style="list-style-type: none"> • Staff training is in place and updated where necessary for children with medical needs • Risk assessments are carried out involving all parties (child/parent/school) • Liaison with other agencies takes place as appropriate, to ensure every child's needs are planned for and met • Where children have a parent with a disability, the school endeavours to provide appropriate support eg provision of interpreter for hearing impaired parents for parent consultations 	<p>Improve IT access by reviewing and upgrading provision of ipads, new chromebooks and Promethean screens.</p>	<ul style="list-style-type: none"> • New equipment be decided and new lease agreed • Installation of new Promethean screens over next 3 years 	<p>Finance & Premises Committee, School Business Manager, School Leadership Team</p>	<p>February 2020 September 2022</p>
		<p>Enable use of speech technology and apps which support children with additional needs.</p>	<p>Training on use of ipads, appropriate apps and Clicker 6 (Clicker 7/8 when available)</p>	<p>SENCo, Teachers</p>	<p>September 2019 and ongoing</p>
		<p>Training and advice from the hearing impairment team, speech and language team, occupational therapist, physiotherapist and specialist training (moving and handling; intimate care) to enable teachers to better support children with additional needs</p>	<ul style="list-style-type: none"> • Provide Manual Handling training for specific staff • Provide intimate care training for all LSAs • Provide autism training for all staff • Organise staff training from hearing impairment team 	<p>SBM/H&S Leads, SENCo SENCo SENCo SENCo, Y2 teacher and LSAs</p>	<p>September 2019 and ongoing September 2019 September 2019 September 2019</p>

Aim	Current good practice	Objectives	Actions to be taken	Persons responsible	Date to be completed
Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilitates and services provided	<ul style="list-style-type: none"> • Building works in February - May 2019, has made main building accessible to all and improved access to office reception • Improved access for disabled visitors, families and children using shared car parking facility • All external classrooms have wheelchair access via ramps • All classrooms, offices, hall and the library are accessible; some with multiple entry/exit points • Wheelchair accessible toilets are located in the main building and in Y5 • Access from playground to main building (front entrance) is possible for wheelchair users • Main playground, school field, outdoor classroom, forest school area and table tennis area are wheelchair accessible • All classrooms have bookcases and units which are at child height, suitable for wheelchair users • Adjustable tables are used where a change in height is required 	<p>Improve use of field in autumn and winter, with an all-weather track, for all children.</p> <p>This would also improve access to fire evacuation point when needed</p>	<p>Eduspace to complete the installation of the track</p>	<p>Headteacher, School Business Manager, Finance & Premises Governors</p>	<p>November 2019</p>
		<p>Develop sensory garden and forest school</p>	<p>Working within School Development Plan: View, create plans for area/ pathways, cost and create revamped nature area inc sensory garden</p>	<p>SLT and School Business Manager, ELSA</p>	<p>July 2020</p>
		<p>Redesign and construct new outdoor playground equipment</p>	<p>Investigate grants and fund-raise; look at different options for appropriate play equipment for all children to access</p>	<p>Headteacher, School Business Manager, Finance & Premises Governors</p>	<p>July2022</p>

Aim	Current good practice	Objectives	Actions to be taken	Persons responsible	Date to be completed
Improve the availability of accessible information to pupils	<ul style="list-style-type: none"> • Provide all written information to children, parents and staff in an accessible font and size and make available electronically and in paper format • Make dyslexia friendly books accessible. Use of Resources for Learning Library for modified texts • Promethean panels in use in some classrooms for improved visual display • Use of Communicate in Print for visual support, such as class timetables, word banks, instruction texts and Now and Next boards • Use of computer software to communicate text through voice, such as Clicker 6, Speech to Text, Spelling Shed, Word Sharks, Times Table Rockstars and Talking Tins • Radio aid training, equipment and checks for users • Providing support for parents to in turn support their child: reading meeting, ClassDojo, Welcome Meetings, 1:1 meetings with class teacher. Where necessary, teachers adapt approach and how information is given to parents 	Raise awareness of disability within school community, to promote understanding and inclusion	Review curriculum map to identify, plan and teach explicit work on disability within relevant contexts	SLT, Subject leaders, all staff	July 2020
		Upgrade existing website to create an improved platform for information for children, parents, staff and visitors	Redesign and launch new website	HT, SLT, teachers	Autumn 2019
		Provide high quality visual display for all children, parents and staff in all classrooms	Purchase new Promethean panels for each class	HT, School Business Manager, Governors	July 2022
		Upgrade IT equipment for better functionality and access	New lease agreement for IT equipment	HT, School Business Manager, Governors	February 2020

Section 3: Access Audit - Completed October 2019 by SLT, School Business Manager & Finance and Premises Committee

Feature	Description	Recommendations
Number of storeys and ramp access	School is on a level site, with a main single storey building, housing library and four classes, plus shared hall facility (school/village hall) used for PE, worship and lunch. There is access to the hall from school grounds. Three external huts have ramp access to enter and exit the main classrooms.	Ensure reception outside canopy area is watertight. Investigate structure: where canopy meets roof; drainage and floor covering (possible artificial grass); heating
Corridor access	All corridors are suitable for wheelchair access. New door to reception class from outdoor area is wheelchair accessible.	
Parking bays	School visitors and staff use village hall car park. There are two marked disabled bays.	
Entrances	Entrance through secure perimeter fencing/gates has an intercom at appropriate height for wheelchair user. Main entrance to school reception has disabled access door.	
Toilets	In main building, one toilet is wheelchair accessible. In the Y5 hut, the children's toilets are wheelchair accessible and fit for purpose for disabled users, with low suite.	Possible additional girl and boy toilet for disabled users.
Reception area	In new entrance lobby, hatch window for visitors signing in/making themselves known to office staff is at an appropriate height for all users.	
Internal signage	Classes have signs showing class names. Toilets are clearly signed. Staffroom and offices could be better signposted.	Investigate internal signs for offices, staffroom as well as external signs.
Emergency escape	Routes are clearly marked.	

Approved by Full Governing Body

Chair Signature:

Date: October 2019 (Review annually to update on progress made)