

Wootton St Peter's CE Primary School



School accessibility plan 2021 - 2024

ACCESSIBILITY PLAN - INTRODUCTION

3- year period covered by the plan: May 2021 – May 2024

Aims of the Accessibility Plan

This plan outlines how Wootton St Peter's Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the pupil with a disability in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the pupil themselves or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

Charging Arrangements for Making Reasonable Adjustments

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

The Accessibility Review

Reporting to the governing board, the Headteacher in conjunction with the SENCO and teaching team will undertake regular accessibility reviews.

The review will cover the following three areas:

- Access to the curriculum – assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting reviews, consideration will be given to all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension and communication – this includes hidden disabilities, such as autism and dyslexia

The findings from reviews will be used to identify short-, medium-and long-term actions to address specific gaps, make reasonable adjustments and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

ACTION ONE: Access to Curriculum

Target	Action Needed	Outcomes	Time Frame
<p>Ensure the school curriculum can be accessed by pupils with disabilities on an equal basis with their peers.</p>	<p>Audit school population (pupils/parents/staff) to identify those with disability and specific medical needs.</p> <p>Annual Equality questionnaire to parents to gain their views.</p>	<p>Disability and Medical Registers are up-to-date</p> <p>Data gained for the updating of the Scheme and Action Plan.</p> <p>Epipen training undertaken as required.</p>	<p>Summer 2021</p>
	<p>Promote awareness of equality diversity and inclusion issues through assemblies and PSHE</p>	<p>Assembly Record and lesson plans</p>	<p>Ongoing</p>
	<p>Identify and address training needs of staff to understand and meet the needs of pupils with disabilities</p>	<p>Teachers are more able to fully meet the requirements of children with disabilities needs with regard to accessing the curriculum.</p>	<p>Ongoing</p>
	<p>Provide specialist aids, equipment and ICT to promote pupils with disabilities` access to the curriculum</p>	<p>Children with disabilities have access to equipment appropriate to their needs</p>	<p>Ongoing to meet identified need</p>
	<p>Use of visual timetables</p>	<p>Visual timetables designed for use with identified pupils but in an inclusive manner where appropriate.</p>	<p>Ongoing</p>
	<p>Promote awareness of the importance of mental health; provide targeted support for emotional needs through the ELSA resource</p>	<p>Pupils learn better and are happier in school if their mental health is supported and their emotional needs met</p>	<p>Ongoing</p>
	<p>Children with disabilities supported at play times and during other informal learning opportunities if appropriate</p>	<p>Identify where additional support may be needed and if necessary assign a designated TA to any pupil needing 1:1 support at play times.</p>	<p>Children with disabilities feel safe and are supported with social interaction.</p>

Risk Assessments identify suitable reasonable adjustments for children with disabilities	External advice sought as necessary including from OT Service to audit classrooms	Children with disabilities are able to access all areas of the curriculum including school trips, special events, after-school clubs etc.	Ongoing
Staff to be aware of Statutory Inclusion Statement and show that they are using it within their teaching and learning	Revisit Statement annually. Review curriculum and other policies (in line with review cycle) to ensure they clearly define their role in promoting equality for all members of the school community.	Inclusion Statement permeates all aspects of the life and work of the school. Inclusion Statement is reflected in all policy documentation.	Ongoing Ongoing as documentation is reviewed

ACTION TWO: Access to the Physical Environment

Target	Action Needed	Outcomes	Time Frame
Emergency systems to have visual alarms	Review emergency systems to ascertain if they have visual cues and consider upgrade if necessary	Visual alarms fitted	Review summer 2021 and identify if further action required.
Identify and, where possible, remove barriers to learning created by the physical environment	Consider impact of the physical environment on the learning of pupils with disabilities and identify areas where reasonable adjustments could be made, including less visible barriers to learning (e.g impact of organisation of classroom furniture, seating arrangements etc)	Pupils with disabilities are able to access learning opportunities on a par with their peers, without the physical environment creating further barriers.	Ongoing

Action 3: Access to Information

Target	Action Needed	Outcomes	Time Frame
Understand the needs of pupils and ensure information is available in relevant formats: <ul style="list-style-type: none">• Large print• Braille• Pictorial or symbolic representations	Review pupil needs as required; also consider any parental needs which may impact on the needs of the child.	Pupils have access to curriculum information and all other school information in a format that meets their needs.	Ongoing
School to be aware of services available for visually and hearing impaired children, and children with Downs' Syndrome and other disabilities.	Access training to meet the needs of individual pupils when and where appropriate.	School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development. School staff well informed to meet the needs of all pupils	Ongoing
Ensure signage is suitable for non-readers, is clear and well situated	Review current signage and ensure it is up to date and accessible	Pupils are able to navigate the school regardless of any disability	Ongoing

ACCESS TO THE PLAN

The Headteacher will report to governors and information will be shared with parents and carers in their annual Equality Report which is posted on the school's website. This will be linked to other reporting requirements in respect of disabled pupils:

- The arrangements for the admission of disabled pupils
- The requirements for the governors of the school to report annually on the school's SEN Policy

Charles Pitt, Head teacher David Marsh, SENCo Summer 2021

This Accessibility Plan was agreed and recommended for adoption by members of the Governing Body at their meeting in July 2021.

Signed: Chair of Governors



FUTURE REVIEW: Summer 2024