



Where Getting Better Never Stops

Southam Primary School Accessibility plan

2016-2022

Vision statement

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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to the Governing Body, an individual or the Head. At Southam Primary School the Plan will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Southam Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Southam Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. 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.

Southam 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 Southam 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 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 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.
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The Southam. Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Special Needs Information Report

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. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors 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 the Governor meetings

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
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Our objectives are detailed in the Action Plan below

Current good practice

We aim to ask about any disability or health condition 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 our termly parent teacher meetings.

Physical Environment

Disabled pupils 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.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no 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 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 one storey building with wide corridors and several access points from outside. All classrooms have double door access. The hall is accessible to all.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. There are disabled toilet facilities available. The toilet is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Pre School & nursery staff to review potential September intake	Identify children who may need additional to or different from provision	September	HT EYFS teachers SENCO	Procedures/ equipment are in place for September start
Review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT Subject leaders	All policies clearly reflect inclusive practice and procedure
Establish close liaison with parents	Ensure collaboration and sharing between school and families	Ongoing	HT EYFS teachers SENCO	
Continue to develop close liaison with outside agencies for children with health needs	To ensure collaboration between all key personnel	Ongoing	HT Teachers Teaching assistants Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children	A differentiated curriculum with alternatives offered Use of IT equipment Specific equipment sourced from occupational therapy	Ongoing	HT Teachers SENCO	Advice taken and strategies implemented in classroom practice
To finely review attainment of all SEN children	SENCO/ class teacher meetings/ Pupil Progress meetings Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
To monitor attainment and progress of more able/ G&T children	Curriculum provision for more able/ G&T children Pupil Progress meetings Scrutiny of assessment system	Ongoing	Class teachers Subject leaders	Children achieving above average results Children making proportionate progress

To promote the involvement of disabled children in classroom activities/ discussions	<p>Within the curriculum the school aims to provide full access to all aspects of the curriculum by providing where appropriate:</p> <ul style="list-style-type: none"> IT equipment Filters for reading Giving alternatives to enable disabled children to participate successfully in lessons Creating positive images of disability within the school so children develop some understanding of the needs of disabled people 	Ongoing	Whole school	Variety of learning and teaching styles
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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical environment of the school	Take into account the needs of children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments on site and premises	Ongoing	SLT	Enabling needs to be met where possible
Ensure that all with a disability are able to be involved	<p>Create access plans for individual disabled children as part of the IEP process</p> <p>Undertake confidential survey of staff and governors to ascertain needs and make sure that they are met</p> <p>Include questions in confidential children information questionnaire about parents/ carers needs and ensure they are met</p>	<p>Ongoing</p> <p>December 2016</p> <p>Ongoing</p>	Headteacher	Enabling needs to be met where possible
Ensure that the medical needs of	Meetings with parents	Ongoing	Headteacher	Enabling needs to be

all the children are met fully within the capability of the school	Liaise with external agencies Identify training needs		Class teachers External agencies	met where possible
Continue to develop playgrounds and facilities	Funding opportunities for Scrapstore Playpod	Ongoing	Headteacher	Inclusive play areas
Ensure roads and paths around the school are as safe as possible	Communication with parents via newsletter Bikeability course for children in years 4, 5 and 6	Ongoing	Headteacher	No accidents
Review children's records ensuring staff are aware of any disabilities	Information collected about children Records passed on to next class teacher End of year teacher to teacher meetings Annual reviews IEP meetings Medical forms updated annually Personal health plans Significant health problems- children's photographs displayed on staffroom noticeboard		Class teachers Outside agencies Office staff	Stat aware of disabilities of children in their class