



# St Andrew's CE Primary School

## **Accessibility Plan (relates to Education Act 2010) 2014-2015**

Next review: September 2015

Refer to Gender Equality Scheme 2007-2010 and the School Development Plan (SDP)

### **Accessibility Plan (Statutory)**

#### **Definition of disability**

A physical or mental impairment with an adverse effect on the pupil's ability to carry out normal day-to-day activities. The effect must be substantial or long term.

#### **Vision and values**

All staff and governors at St Andrew's Primary School are aware of the duty to promote the new disability discrimination act. St Andrew's has had an accessibility Plan in place and is updated in annually. This is a duty towards pupils, staff, parents, governors and members of the wider community who have a disability. We aim to ensure that the school site is accessible for those with physical disabilities and that the curriculum is accessible for all pupils regardless of their disability. We aim to remove barriers to learning so that all pupils are able to participate in all aspects of school life. We have a commitment to equality of opportunity.

#### **Information from pupil data and school audit**

Currently St Andrew's has no pupils, or staff members who suffer from physical disabilities.

Should a disabled pupil be admitted, it is our desire to enable access to the full curriculum including extra-curricular activities, school visits and residential school journeys, visiting theatre groups, sports days, breakfast & after school club.

#### **Increasing the extent to which disabled pupils can participate in the school curriculum**

We are constantly reviewing the curriculum to ensure that it meet the needs of the pupils for whom it is intended. This is done in consultation with Special Educational Needs & Disabilities (SEND) staff in school, SEND advisory staff, ICT advisers, feeder schools, parents and other professionals who work with the individual pupils.

We have a SEND Co-ordinator (SENDCo) and support staff who work together with the class teachers to ensure appropriate provision. Much of the planning for meeting the needs of pupils with SEND comes through the Provision Mapping which clearly identifies the need, the provision and the personnel involved. This is discussed informally on a regular basis and formally through multi-disciplinary meetings and Annual Reviews.

## **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

We are in a process of constant review and improvement to our site. The Governors Premises & Resources Committee oversee the school site and, where appropriate and possible, make improvements.

## **Improving the delivery of the curriculum for disabled pupils**

Staff work hard to ensure that the curriculum is accessible to disabled pupils. This includes large format photocopying, use of laptop for recording, use of visual timetables, use of simplified instructions for pupils whose processing skills are slow.

All staff receive training as required so that they are skilled in ensuring the curriculum is accessible for the pupils they teach. Staff use 'P' levels to assess pupils who achievement is below that of the NC levels. The school ensures no child 'slips through the net'. Intervention strategies are monitored by the Head.

### **Action**

Consultation with groups including School Council, representative parent groups, staff & pupils.

Review curriculum planning in the light of the new National Curriculum in 2014-2015.

## **Management, co-ordination and implementation**

The governing body is aware of its responsibility for school accessibility. Accessibility is taken into account within school policy making including the SDP, SEND policy and health and safety policy. The Headteacher is delegated with lead responsibility for accessibility and ensuring that the staff are well trained and that the policy is followed in practice. The accessibility plan, when agreed by staff and governors will be placed on the school website. It will be monitored by the Premises committee on an annual basis.

### **Identifying barriers to access:**

#### **A checklist for staff**

**This list should help you identify barriers to access that exist in school.**

**Section 1:** How does your school deliver the curriculum?

1. Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?
2. Are your classrooms optimally organised for disabled pupils?
3. Do lessons provide opportunities for all pupils to achieve?
4. Are lessons responsive to pupil diversity?
5. Do lessons involve work to be done by individuals, pairs, groups and the whole class?
6. Are all pupils encouraged to take part in music, drama and physical activities?
7. Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?
8. Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?
9. Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?

10. Do you provide access to computer technology appropriate for students with disabilities?
11. Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?
12. Are there high expectations of all pupils?
13. Do staff seek to remove all barriers to learning and participation?

**Section 2:** Is the school designed to meet the needs of all pupils?

1. Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?
2. Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?
3. Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?
4. Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEND and disability; including alarms with both visual and auditory components?
5. Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?
6. Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?
7. Are areas to which pupils should have access well lit?
8. Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
9. Is furniture and equipment selected, adjusted and located appropriately?

**Section 3:** How does the school deliver materials in other formats?

1. Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
2. Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
3. Do you have the facilities such as ICT to produce written information in different formats?
4. Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

**SEND accessibility plan**

A survey is carried annually by pupils and governor responsible for SEND.

It is the schools intention to ensure that we:-

- **increase access for disabled pupils to the school curriculum.** 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.
- **improve access to the physical environment of school.** This covers improvements to the physical environment of the school and physical aids to access education.
- **improve the delivery of written information to disabled pupils.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, timetables, textbooks and information about school events. The information

should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

<b>ACTION PLAN</b>					
<b>Priority</b>	<b>What needs to be done</b>	<b>By Whom?</b>	<b>When?</b>	<b>What resources are required?</b>	<b>Evidence of success</b>
<u>Long term</u> To continue to improve physical access for pupils and adults <u>Short term</u> Train staff in the administration of medication	Car parking space and signage Safe School initiative  Courses for Staff and TA's	Head Governors LA (Ian Bartlett) All Staff	September 2014-2015	Signage costs £300  Agreement between school and parent School Nurse	Improved safety  All staff trained to administer medication
<u>Medium term</u> To prepare a response programme of training for all staff should a disabled pupil be admitted	Ensure SENDCO fully trained to be responsive to needs that may arise if a disabled pupil is admitted	Head (SENDCO)	Next LA audit 2015	Time/CPD	SENDCO able to disseminate good practice and information to all staff.
<u>Short term</u> Review curriculum planning	As teachers renew planning to take into account accessibility needs for their class and alert teachers to resources that may need to be modified. Use of Information Communication Technology to meet individual needs. Interactive white boards in all classes	All class teachers and teaching assistants	New National Curriculum 2014	Time/staff meetings	Curriculum meets the needs of pupils

No pupils or staff at present have any disabilities requiring wheelchair access.