



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

ACCESSIBILITY PLAN

2017-2020

This plan complies with the statutory guidance laid out in the SEN Code of Practice 2014 and the Equality Act 2010 which replaces the Disability Discrimination Act 1995 & 2005. The 2010 Act imposes equality duties in respect of the protected characteristics which include

- Age
- Disability
- Gender re-assignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

This plan should be read in conjunction with

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (Sept 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014



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- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy

The SEN Code of Practice 2014 states that under the Equality Act 2010 schools:

- **Must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- **Must not** discriminate for a reason arising in consequence of a child or young person's disability
- **Must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- **Must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.
- **Must** publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

At Inskip St. Peter's Primary school we are committed to providing a fully inclusive and accessible environment for all pupils, staff, parents and visitors. This accessibility plan outlines how we will meet the needs of disabled pupils, staff and visitors within our school over the next 3 years.

Overall aims:

- To ensure that disabled pupils and pupils with additional needs have access to the physical environment of the school and the relevant equipment to support their access, development and learning.
- To continue to ensure that **all** pupils are able to access the curriculum and wider school life and that reasonable adjustments are made when required.
- To ensure that staff are trained in meeting the needs of all pupils including those with additional needs and disabilities to enable them to access the curriculum.



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Target	Strategies	Timescale	Responsibility	Success criteria	Evaluation
Physical Access					
To be aware of the access needs of disabled pupils, staff, governors, parents and visitors	New pupil medical/additional needs questionnaires	Before entry of every new child	Office staff	Completed questionnaires and issues raised with SENCO	
	Create access plans and PEEPs for individual pupils when required.	As required	SENCO	Plans in place as and when needed	
	Identify access needs of parents through open door policy/discussions	Annually at the beginning of the school year and then throughout the year during drop in sessions.	Office staff/SENCO/head teacher/class teachers	School is aware of access needs of parents and parents are able to access the building effectively and safely.	
	Identify the needs of the staff during recruitment, induction procedures, annual appraisal meetings and back to work interviews. Engage with occupational health if required.	Annually and then as required.	Headteacher, governors	All needs of staff are highlighted and necessary adjustments are made	



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Ensure pupils, staff and visitors with physical difficulties are able to access the building effectively and safely with and without support.	Entrances are clearly identified and are accessible.	Checked weekly.	Site supervisor; Office staff, headteacher	All pupils, staff and visitors are able to locate relevant entrances and are able to enter and exit the building safely.	
	Magnetic door fasteners throughout school have been serviced and are working correctly. Ensure all staff are aware how to reconnect the fastenings if they come undone.	Checked regularly and any problems are reported immediately to the school office who will log the problem and engage relevant services to fix the problem promptly. Staff made aware of how to fasten and unfasten the doors at the beginning of each year.	Relevant outside company to service the system. SENCO	All staff are able to close and refasten the corridor doors throughout school to ensure accessibility.	
	Ensure corridors are clearly accessible throughout school.	Corridors are checked daily.	All staff. All teachers to take responsibility for the area outside their classroom being tidy.	All pupils, staff and visitors are able to move around the school safely.	



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	Ensure that any disabled pupils in wheelchairs are able to access classrooms safely and effectively.	Check seating position and layout of classrooms to ensure access for pupils with physical difficulties and those in wheelchairs.	SENCO and class teachers. Headteacher if ongoing difficulties are encountered with regards to access.	Disabled pupils and pupils with physical needs are able to access the classroom effectively and safely.	
	Ensure that PEEPs are in place for identified pupils with physical difficulties and that staff are aware of the contents of the PEEP.	Updated dependent on change of needs or staffing.	SENCO and identified staff	Identified pupils with physical difficulties have a PEEP in place to ensure that they can evacuate the building safely in the event of an emergency.	
Ensure that the equipment within school for pupils with physical difficulties meets their individual needs and that identified staff are fully trained to use them.	Identified staff to complete moving and handling training as required.	Members of staff to attend training as required	SENCO to organise	Identified staff are able to move and handle safely	
	Ensure relevant moving and handling plans are updated as and when needs change.	As and when required dependent on individual need and access to equipment.	SENCO	Pupils with physical difficulties who access equipment have relevant up to date moving and handling plans in place.	



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Access to the Curriculum					
Ensure that all children have the correct height of furniture and are seated effectively within the classroom to access teaching and learning.	<p>Ensure all tables, work areas and chairs are a suitable height for all children especially when it is a new classroom.</p> <p>Ensure that any children who have been provided with equipment such as classroom chairs from OT have these assessed regularly in order to check that they are functioning properly and are effective in enabling the pupil to access the curriculum.</p>	<p>Annually</p> <p>At least annually</p>	<p>SENCO, class teachers and outside agencies such as OT and Physio.</p> <p>SENCO, OT, Class teacher, TA</p>	<p>All pupils will have access to the correct height of furniture.</p> <p>Pupils with specific furniture will be able to access the curriculum effectively.</p>	
To ensure that staff are aware of the specific needs of pupils within our school and that	Dyslexia and Dyscalculia training to be delivered to staff.	Ongoing		Staff have a developing understanding of how to meet the needs of pupils with dyslexia and dyscalculia within their classes.	



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<p>training is provided as required.</p>	<p>Update the medical board in the staffroom and the medical information on class lists and contextual information so that all staff are aware of the medical needs of individual pupils in school. Ensure that first aid certificates are updated when necessary and that staff are trained to meet the needs of more complex medical needs such as diabetes.</p>	<p>Annually and then ongoing. First Aid training is undertaken when required.</p>	<p>SENCO Admin staff</p>	<p>Staff are aware of children who have medical needs within school and are trained to manage these effectively.</p>	
	<p>Staff audit to be carried out to identify training needs.</p>	<p>Termly</p>	<p>SENCO</p>	<p>Staff training needs are identified</p>	
	<p>Training and information updates to be given to staff at staff meetings.</p>	<p>Ongoing throughout the year</p>	<p>SENCO</p>	<p>Staff are kept up to date with information regarding pupils with additional needs</p>	



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Information					
To ensure that information for parents/carers/visitors/ Potential parents are accessible.	Check that the information regarding SEND such as the SEND information report, local offer, policy, accessibility plan is available on the school website and is easily accessible. Ensure that paper copies are readily available should they be requested by parents/visitors who do not have access to the internet.	Ongoing	SENCO	Parents/carers/visitors/ potential parents are able to access information about the school easily and in a relevant form for them.	
Ensure that the languages of our school community are reflected around school and that parents who do not have English as their first language are still able to access information from school.	Ensure that there are multilingual signs around school.	Ongoing	EAL coordinator	Our school global community is reflected throughout.	
	Engage with the Lancashire EAL support service for translation if unable to meet the need within school.	Ongoing	EAL coordinator	Parents who may struggle to communicate in English are able to access information in their own language wherever possible.	