



Keep your roots deep in Jesus Christ the Lord, build your lives on him  
and always be thankful. *Colossians 2:7*

**Compassion Friendship Respect Forgiveness Trust Thankfulness**

## **Accessibility Plan**

**February 2022**

At Inskip St. Peter's CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up to comply with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 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.

### **Objectives**

Inskip St. Peter's CE Primary School is committed to providing an environment that enables full curriculum access and which values and includes all pupils, staff, parents/carers 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 School.

School recognises and values parents'/carers' knowledge of their child's disability and its effect

on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality. The Inskip St. Peter's CE 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 physical disability and/or sensory impairments, expanding 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 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 school 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/carers 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.

The Inskip St. Peter's CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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 School prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

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

It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how School will address the priorities identified in the p

## Accessibility Audit

February 2022

<b>Physical Access</b>	<b>Written Information Access</b>	<b>Curriculum Access</b>
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Targets	Strategies	Resource costs / timings	Personnel	Time frame	Success Criteria
The school community is aware of the access needs of every pupil, staff member, governor, parent/carer and visitor	Each pupil's movement needs are considered and planned for Appropriate training for staff Be aware of stakeholders' access needs Provide access support where appropriate for parents and carers	Staff meeting time  Whole school provision map  Individual plans	HT/SENCO SEND governor Governing body	Ongoing	Provision map in place for SEND pupils and all staff are aware of pupils' needs All staff area ware of the needs of the pupils All staff and governors feel confident that their needs are met Parents/carers have full access to all school activities and provision is made when identified
Layout of the school to enable clear access for all pupils	Ensure all areas are free of clutter and enable access for all stakeholders including those with movement modifications Accessible toilet Workplace inspection by governors	Weekly inspections by site supervisor  Yearly governor Workplace Inspection  Regular testing and inspection of disabled toilet alarm and response	All staff Site supervisor HT/SENCO SEND governor Resource committee	Ongoing Weekly  Annual	There are no access issues for pupils and all areas allow free movement for all pupils within the restrictions of the building

Ensure all pupils with disabilities can be safely evacuated in an emergency	Personal Emergency Evacuation plans for disabled pupils Identify escape routes and fire doors for disabled pupils All staff are aware of their responsibilities for a safe evacuation	PEEP and risk assessment as required for each pupil and shared with staff Escape routes clearly signposted throughout school	HT/SENCO All staff	As required  Ongoing	All pupils with disabilities and staff working alongside are safe in the event of an evacuation
Special equipment/facilities are provided for pupils with a disability	Liaise with specialist teacher and parents/carers on equipment requirements	As required- individual plans to be created with parents, class teacher, SENCO, specialist teacher	Specialist teacher Parents HT/SENCO Staff	As required Reviewed regularly	All access/movement needs are met
Review information to parents and carers to ensure it is accessible	Provide information and letters in clear print School office will support and help parents to access information and complete school forms Respond to written information access requests immediately and appropriately and then ensure information is communicated in this way as a matter of course for those who need it	Admin time Office staff time Website updated weekly	Business Support Officer HT Governing Body	Adapted to meet the needs of parents/ carers	All parents/carers are given information/ written text that they can access
Make available School Newsletters and other information for parents/carers in alternative formats	Review all current school publications and promote availability in different formats for those who require it Texts for parents	Text costs through Parent Pay  Website annual	Business Support Officer HT Governing Body	Ongoing	All school information available to all stakeholders

	Weekly newsletter available on website or a paper form if requested Good communication with parents	administration cost			
Increase confidence of all staff in differentiating the curriculum	Staff training needs: ensure CPD for staff as needs arise, differentiation, assessment for learning Disseminate in staff meeting	CPD as part of appraisal  Curriculum staff meetings  Training reviewed as required to meet needs of pupils  Weekly staff meeting	HT  Staff	All curriculum staff meetings CPD identified during appraisal, in line with pupil needs and as required following Pupil Progress meetings	All teachers can fully meet the requirements of pupils' needs in regard to accessing the curriculum
Ensure extra-curricular activities, including sport, are accessible to and inclusive of all physical and emotional needs including movement and sensory	Review out of school provision to ensure needs are met Enable participation in clubs and competitive sports events Range of sporting activities at playtime and in curriculum Specialist teacher/CPD Sports Premium Report reviewed and accessible on school website	Sports Premium Funding  Resources purchased as required	PE Subject Leader HT Sports Premium Governor Governing Body	Monitored each half term by PE subject Leader and annually by Governing Body (Sports Premium Funding report)	Increased opportunities and participation for pupils with disabilities in games and competitive sport – including representing the School
Classrooms and learning spaces are organised to promote participation and independence of all	Review and implement a preferred layout for furniture and equipment to support Learners with additional needs in individual classes	As required – layout adapted to meet needs of pupil following discussion	HT / SENCO Parents/carers Class Teacher TA	Reviewed regularly annually to suit the needs of individual pupils	Adjustments ensure that all pupils maximise their learning Individual needs are met within the classroom Measurable in pupil progress –

pupils Specialist equipment is available as necessary to maximise and enhance the learning of differently abled, including hearing impaired pupils	Ipads and other computing equipment is available Individual pupils are positioned to maximise learning	with parents, class teacher, SENCO and specialist teacher		following advice from specialist teacher, parents and class teacher	books, lesson observations and data
Awareness training for raising disability needs and issues e.g. Deaf Awareness	CPD opportunities for staff Specialist teachers to deliver training to staff as required	CPD as part of appraisal  Training reviewed as required to meet needs of pupils  Meetings with specialist teachers  Weekly staff meeting	HT/SENCO  Staff	CPD identified during discussions in line with pupil needs and as required following Pupil Progress meetings	Whole school aware of issues and responding to these
Ensure classroom support staff have specific training on disability issues	Staff training needs analysed Relevant CPD given on access	CPD as part of appraisal  Training reviewed as required to meet needs of pupils  Weekly staff meeting for	HT/SENCO  Staff	CPD identified in line with pupil needs and as required following Pupil Progress meetings	Staff are aware of individual needs of pupils and maximise learning opportunities

		teachers and TAs			
Review PE curriculum to ensure PE/Games accessible to all	<p>Participation of all in PE – providing support and equipment where applicable</p> <p>All pupils to have the opportunity participate in competitive sports competitions</p> <p>Use Sports Premium grant where applicable</p> <p>Promote para sports in school</p> <p>Gather information on accessible PE and disability sport</p>	<p>Sports Premium Funding</p> <p>Resources purchased as required</p>	<p>PE Subject Leader</p> <p>HT</p> <p>Class Teachers</p> <p>Sports Premium Governor</p>	<p>Monitored each half term by PE subject Leader and annually by Governing Body (Sports Premium Funding report)</p>	<p>All pupils have access to PE and competitive sport and can excel in this area</p> <p>Measurable by the level of participation in PE/Games and competitive sports</p>