



St. Aidan's Primary School-A Church of England Academy

Accessibility Plan: September 2018 – September 2021

Introduction

Paragraph 3 of schedule 10 to the Equality Act 2010 states that the Governing Body must prepare an Accessibility Plan which will

- (a) increase the extent to which disabled pupils can participate in the school's curriculum,
- (b) improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This Accessibility plan has been developed in consultation with staff and governors of the school and covers the period from September 2018 – September 2021

Current Accessibility Arrangements:

Admissions

The Governors are committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs and Disabilities (SEND) to the School will be conditional upon:

1. The parents'/carers' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information
2. Following the procedures which are set out in any school policies relating to SEND e.g. Assessing Children's Educational Needs
3. The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision
4. Specific additional funding from **SEED**, if required
5. Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
6. Acceptance by the parents'/carers that some educational opportunities, which take place off-site may not be available. The above conditions will also apply, if a disability develops during the course of a child's education in Primary School.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed as follows:

Building	Features
Main entrance	Entrance to the building is a gentle slope allowing for easy wheel chair access. KS1 can be accessed via the main entrance for wheelchair users. The nearest disabled toilet can be found in KS1.
Foundation Stage	Entrance to this department is a gentle slope from the playground to the classroom, or from the KS1 corridor. Both access points allow for easy wheel chair access. The nearest disabled toilet can be found in KS1. Corridors are wide enough for wheel chairs to be used.
Key Stage 1	Entrance to this department is either via the school hall or the playground. Both access points are flat allowing for easy wheel chair access. Classroom entrances have flat floor entrances and wide doors with low handles. A disabled toilet is installed.
Key Stage 2	Entrance to the building is a gentle slope allowing for wheel chair access. Access to KS2 via Year 5 fire door is via a mobile ramp. Classroom entrances have flat floor entrances and wide doors with low handles. A disabled toilet is installed.
Hall	Access to the hall is via either the KS1 or main reception entrance. The KS2 entrance is not suitable for wheelchair users and provision would need to be made by widening Class 5's door. There is currently no way to internally access the hall from KS2. A lift would need to be installed from the hall to the dining hall in the event of a wheelchair user joining our school community. Access to Kitchen Servery is clear and suitable for wheel chair bound pupils.
Playground	Available for all pupils. Access is available without the need to use steps.

Evacuation Procedures

The schools Fire and Evacuation procedures lay down basic procedures for the safe efficient evacuation of the school buildings. These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Outcome Plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers. As a mainstream primary school we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEND Policy and guidelines on assessing children who may have Special Educational Needs and disabilities.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Outcome Plan (IOP) for the pupil will address the issue, which will therefore be kept under constant review. Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCO teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners.

Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at St. Aidan's Primary School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included:

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Outcome Plan or Coordinated Support Plan.

The suitability of any event and the need for additional support is risk assessed and discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as hand outs, newsletters, homework etc... then the school will be happy to consider alternative forms of provision in consultation with Advisory Services.

Source Materials for the new plan:

The priorities of the plan have been identified using a number of sources including:

- Census returns
- End of Key Stage results
- Pupil questionnaires

- Parent Consultations/ questionnaires
- Multi-agency meetings
- Health and Safety Inspections
- Service Reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove , barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines/First Aid/ Asthma and Diabetes)
- Medical Policy
- Special Educational Needs Disability Policy
- Behaviour Plan
- Admissions Policy

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

Action Plan 1: Increasing Physical Access to and within the school.				
TARGET	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
Improve wheel chair access to some parts of the building – widening Class 5's door to the yard and install lift from hall to dining hall.	To use Formula Capital monies to provide the new mats.	Wheel chair access will be improved.	When necessary and when budget allows	
Action Plan 2: Improving Curriculum Access				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Provide training for teachers / TA's on differentiating the curriculum for disabled students.	Undertake an audit of staff training requirements	All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing	
Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.	Review all out-of -school provision to ensure compliance with legislation	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	

Action Plan 2: Improving Curriculum Access continued				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students	Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	
Provide training in manual handling	Liaise with experts/ LEA. Provide training for staff	Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate equipment	Dependent on training courses from H&S LEA	
Action Plan 3: Improving Written Information and signage				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Written material for pupils available in alternative formats	Research services available through the LA/ Feeder secondary schools and Extended School project for converting written information (including signage) into alternative formats	Able to provide written information in different formats as and when required for individual purposes.	Appropriate improvements ongoing.	Not applicable at this time.
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Make available school newsletters and other information for parents in	Review all current school publications and promote the availability	All school information available for all.	Ongoing	

alternative formats.	in different formats for those that require it (e.g. larger text etc)			
Signs clear and helpful to all users	Improve signage for all both internally and externally.	Signs in and around school give clear guidance to all children, staff and visitors	Ongoing	
Emergency exit procedures	Review existing provision.	Procedures in place and conforming to current H&S policies and procedures	Ongoing	

Management of the Plan

- The Local Governing Committee will be responsible for the strategic direction of the School's Accessibility Plan.
- The Local Governing Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Headteacher and the Inclusion Co-ordinator will be responsible for the plan's day to day implementation.
- Progress of the plan's priorities will be reported to the Full Governing Committee at least once per year on the school website.

Parents/ Carers can see the Accessibility Policy/ Plan on the school website.

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 To be updated 2021-2022