



# Paulerspury C.E Primary School

## Accessibility Plan

Date written:	<i>December 2018</i>
To be reviewed:	<i>Every Two Years</i>
Agreed by Governors	<i>January 2019</i>
Next review:	<i>January 2021</i>

Our policies are written with our School Values in mind. These are:

Care,  
Courage,  
Creativity,  
Forgiveness,Honesty,  
Hope,  
Perseverance  
Respect,  
Responsibility,  
Thankfulness  
Trust.

Historic

Parent choice

Staff/Governor choice

Pupil choice

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, pupils, parents, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The curriculum is reviewed to ensure it meets the needs of all pupils.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	Paulerspury Primary School offers a differentiated curriculum for children of all abilities and uses specific resources to ensure that all pupils are able to access the curriculum fully.	Training for specific staff including medical (diabetes, ASD, Allergies etc)	Ongoing training to support new staff as pupils move through school.  Annual epipen and diabetes refreshers for all staff  ASD updates delivered as and when available	RB      JB	Ongoing	Staff feel confident to administer medication etc. as required and are able to do so effectively
		Increase opportunities for creativity and expression in the curriculum	Curriculum to be reviewed and staff given more freedom in afternoons to explore creative topics, driven by the children's interests	RB		
	A range of sporting activities are available to allow all pupils to be involved in competitions	To increase the a range of inclusive sport available in school	purchase additional new Age Kurling and Boccia sets	RB	October 2018	Resources available in school and staff able to use them with children

		to offer opportunities for all pupils to participate in Level 2 (Inter school) competitions	Include Kurling and Boccia in Cluster Sport Calendar for academic year 2018/19	RB		Inclusive events held allowing pupils with disabilities to participate
	Curriculum progress is tracked for all pupils, including those with a disability.  Targets are set effectively and are appropriate for pupils with additional needs.	To ensure that all pupils make at least expected progress  To identify any pupils who are in danger of not making expected progress and implementing interventions accordingly	New whole school tracking system introduced in July 2018.  Regular tracking and pupil progress meetings ensure that all pupils' progress is monitored	RB	September 2018 and then ongoing	All pupils make at least expected progress and interventions planned and delivered effectively
Improve and maintain access to the physical environment  The environment is adapted to the needs of pupils as required.	Specific children have specific equipment and seating arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in September to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms. Create a pupil profile for staff to refer to.	Class Teacher  JB	September 2018 and then ongoing	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils. Staff have relevant knowledge of children in their class and can adjust needs according to the pupil profile

	Access to the school for all users is maintained at the optimum level considering the age and layout of the building	To ensure that all regular users of the school can access relevant areas easily	Ensure that access is to appropriate areas of the school is clear and that no obstructions are placed in circulation areas	CJ RB	Ongoing	Regular users of the school can access all necessary areas without impediment
	Where possible, resources etc. are available at wheelchair height	To ensure that all resources are accessible to wheelchair users	Library shelves at wheelchair-accessible height Pupil resources in classrooms stored at low level	Class Teachers	Ongoing	Any pupils using wheelchairs can access resources as needed
	Maintain safe access for visually impaired users	To ensure that visually impaired users of the school can safely access the site	Regular checks on outside lighting Walkways kept clear of obstructions High visibility stripes painted on steps	CJ RB	Ongoing	Access for visually impaired users is safe and free of obstructions
Improve the delivery of information to pupils with a disability	Staff are welcoming and happy to invite parents and visitors into school	To improve communication with users of the school Alternative means of communication will be	Maximize use of a range of communication channels, including social media, to ensure that all users can	RB	Ongoing	School is able to communicate effectively with users, and users feel well informed of events in

		<p>used as and when necessary, including:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic</li> </ul>	<p>access information</p> <p>Establish a library of links to local support organisations/groups for parents to access as and when needed</p> <p>explore alternative means of communication, including additional languages, induction loops etc. as and when needed</p>			school
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## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school has one storey but is a split level site with steps between different levels	Ensure staff are aware of alternative means of accessing each area of the school should the need arise. Ramps in place where possible.	Site Supervisor	Ongoing
Corridor access	Main circulation areas are accessible to wheelchairs but split site limits ability to move between levels internally. Access to older part of the school is limited due to narrow doorways and steps.	Ensure that main circulation areas are kept clear at all times. Alternative routes for moving between levels in school available, requiring moving outside of the school. Ensure these are known to al	Site Supervisor	December 2018
Lifts	There are no lifts in school		Site Supervisor	
Parking bays	There are no parking bays in school		Site Supervisor	
Entrances	Main entrance is easily accessible to all and allows entrance to main part of the school.  Rear entrance has a small step but is accessible by wheelchairs	Ensure both entrances are unobstructed and that access to the rest of the school is available from both routes	Site Supervisor	December 2018

Ramps	A ramp is in place leading up to the current EYFS classroom	Ensure that ramp is clear, particularly of children's coats, bags etc. and that access is available at all times	EYFS Class Teacher	December 2018
Toilets	Accessible toilet available in lower part of school	Ensure that access to toilet is clear and that children's coats and bags do not	Site Supervisor	December 2018
Reception area	Easily accessible, double doors can be opened for ease of access if needed	Ensure that no deliveries, lost property etc. obstruct entrance area and that furniture does not restrict free movement around area	Office Staff Site Supervisor	December 2018
Internal signage	Fire exits clearly signed	Check that all internal signage is appropriate, visible and fit for purpose	Site Supervisor	December 2018
Emergency escape routes	Clearly signed and free from obstructions	Ensure that all emergency exits are clear of obstructions function correctly and are clearly signposted	Site Supervisor	December 2018