



Accessibility plan

Scotholme Primary School



This is a draft policy and will be taken to the Governing Body for approval on 12th February 2019

Approved by
(provisionally):

Governing Body

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Last reviewed on:

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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.

All children receive the support and guidance they need in order to reach their full potential. We acknowledge that the support will be different for all pupils, depending on their level of need.

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.

We are part of the SHINE Multi Academy Trust.

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, including pupils, governors and staff.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Off site visits: These are accessible to all pupils, including pupils with significant barriers to learning and participation. Where necessary, we provide support and resources to ensure that pupils can access the learning taking place. Risk assessments are carried out to ensure that this can be done safely. Where a visit is not appropriate, this is discussed with parents and alternatives are sought.</p> <p>Visitors: We invite a range of visitors into school to enhanced opportunities for all on site.</p>	<p>SHORT: School mascot development - all children to collaborate to create mascot themed artefacts.</p>	<p>Choose school mascot - year 6 to organise whole school vote</p> <p>Design school mascot</p> <p>Name mascot</p> <p>Create gif style logo</p> <p>Fabric mascots</p> <p>DT project - outdoor design</p> <p>Mascot book - written and illustrated by staff and children</p>	<p>Adam Newton</p> <p>Adam Newton and children</p> <p>Dan Gardner and whole school</p> <p>Becky Turner, Suzanne Futers</p> <p>Matt Standen and whole school</p> <p>Kate Hall, Adam Newton and children</p>	<p>Dec 2018</p> <p>April 2019</p> <p>Summer 2019</p>	<p>Children have a greater sense of belonging. They value their own and each other's contributions.</p>

	<p>Interpreters are used at Parents' Evenings and whenever necessary.</p> <p>Differentiation: Learning is appropriate to the needs of the learner and various levels of support are available to all pupils. Children work in a range of groups and independently. Groups are not fixed, they are flexible depending on the need of the individual.</p> <p>Extra staff: Pupil Premium funding supports the deployment of extra teachers and TAs within school.</p> <p>Resources: Use of appropriate resources for each child eg a tray system to encourage independent work.</p> <p>Interventions: These are set up to support pupils. This is recorded on the Bluehills system (Provision Map Writer),</p>					
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alongside detailed evaluations and cost analyses.

Staff training: Two members of staff have the Dyslexia qualification and can carry out a range of suitable tests to support pupils. The information gained from these is then used in planning and supporting named children.

Members of staff access a range of training and are encouraged to participate in other CPD opportunities throughout the year to ensure that they are up to date with current thinking and ideas.

Specialist staff for SEND: SEND teaching assistants access a range of training, to make sure that they are able to work successfully with the children in their care.

<p>Improve and maintain access to the physical environment</p>	<p>The school environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Hand rails on stairs • One disabled parking bay • Disabled toilets and changing facilities • Quiet areas on the playground • Indoor activities for those who are unable to go outside • Quiet areas for teaching - the den and the bus • ELSA room • Counselling room 	<p>SHORT: Improve going home access to the playground for year 1 pupils</p> <p>MEDIUM: Improve the playground space for children who want to sit outside</p> <p>LONG: Ensure we support pupils who may need to come to school using crutches/a wheelchair etc</p>	<p>Discussions with staff</p> <p>Observations of practice</p> <p>Introduction of focused activity in the hall for pupils who are waiting</p> <p>Ensure steps are clear and safe</p> <p>More staff to assist children.</p> <p>Provide more bench tables for both playgrounds</p> <p>Ensure entry to the building by the best possible route with staff support.</p> <p>Ensure movement around school is possible</p> <p>Complete individual RA where necessary</p>			

<p>Improve the delivery of information to pupils with a disability</p>	<p>We use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations - Makaton • Visual timetables 	<p>SHORT: We have a Makaton sign of the week children try to use it around school</p> <p>MEDIUM: Develop internal signage to support children who are unable to read</p> <p>LONG: Individual children have visual timetables and are able to create their own</p>	<p>There is a displayed sign of the week</p> <p>Message on Class Dojo</p> <p>Demonstrations in assembly and in class</p> <p>There are signs around school using Signs and Symbols to support all children</p> <p>Signs and symbols boards</p> <p>Now/Next boards</p> <p>Children are familiar with Signs and Symbols and many can use them independently</p>	<p>Sumaira Davis Ann Dargavel</p> <p>SLT</p> <p>Ann Dargavel SEND TA team</p> <p>Ann Dargavel SEND TA team Class based TAs</p>	<p>Autumn 2018 - Spring 2019 to embed</p> <p>Summer 2019 - Summer 2020</p> <p>Autumn 2019 - Summer 2021</p>	<p>Children are aware of Makaton signs and use them around school.</p> <p>All children are able to understand internal signs around school</p> <p>All children understand what will happen in their day and are able to communicate this to others where appropriate.</p>

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 body

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
- Individual care plans

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 storey with steps between	Keep steps clear and safe – eg grit in winter	Site Manager SBM SLT to oversee	Ongoing
		Ensure yellow lines painted	Site Manager	Summer each year
Corridor access	Used as working spaces	Keep as clear as possible to allow free access	All staff	ongoing
Lifts	None			
Parking bays	1 disabled – due to lack of parking space, this is used as an ordinary space but will be vacated if disabled access is required.	Member of staff using access bay to move car immediately should access be required	Staff using car park	ongoing

Entrances	5 +1 Nursery 2 through dining room toilets for use during school day only	Ensure they are kept clear for wheelchair/wider access	All staff	ongoing
Ramps	1 outside at the main entrance	Grit when slippy	Site Manager	ongoing
Toilets	FS, Year 1, Year 2, Year3, Year 4, Year 5 and 6 x2, dining room	Use waiting area for wider access if required	All staff	ongoing
Reception area	1x waiting area	Move chairs to allow access to offices if required	All staff	ongoing