

Accessibility Plan

2018



ALLINGTON PRIMARY SCHOOL

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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.

At Allington Primary School, we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

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.

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, as well as staff and governors of the school.

2. Legislation and guidance

This plan shows how Allington Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

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 Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

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. It is a core value of the school that all children are enabled to participate fully in the broader life of the school, whilst also feeling included within the school community as a whole.

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
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>The curriculum is reviewed to ensure it is inclusive in both content and delivery in order to meet the needs of all pupils and is relevant to our learners.</p>	<p>Training for specific staff – particularly medical</p> <p>Continue to develop interventions and resources available to support fine and gross motor skills development and access to the curriculum</p> <p>Teachers implement the citizenship curriculum.</p> <p>Promote awareness of being differently able- Heroes Week</p>	<p>Audit of CPD needed</p> <p>Ensure time is allocated on provision maps to support FMS and GMS for specific children</p> <p>Monitoring citizenship curriculum.</p> <p>Planned assemblies to complement scheme of work</p> <p>Arrange focus week to promote the notion of being ‘differently able’ through visitor assemblies</p>	<p>Staff Inclusion Manager</p> <p>PSHE leader</p> <p>PSHE leader & KS2 Leader</p>	<p>Jan 2019</p> <p>Ongoing during 2018-19</p> <p>Nov 2018</p>

<p>Improve and maintain access to the physical environment</p>	<p>The school has the following in place to support access:</p> <ul style="list-style-type: none"> • Ramps • Corridor width suitable for wheelchair access • Disabled parking bays • Disabled toilets and changing facilities 	<p>Ensure corridors, doorways and routes around the classroom allow for easy access.</p> <p>Ensure disabled toilets and changing facilities are immediately available- not used as storage spaces</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms as necessary</p> <p>Review access to disabled facilities in school. Monitor ease with which they can be accessed</p>	<p>Class teacher Inclusion Manager Caretaker</p> <p>Caretaker Medical needs coordinator</p>	<p>September 2018</p> <p>September 2018</p>
<p>Ensure all staff are aware of disabled children's curriculum access</p>	<p>There are systems in place for effective information sharing-specific items on our staff meeting agenda, as well as the TA team meeting agenda.</p> <p>Designated time for class teachers to hand over information about children to new classes</p>	<p>Rationalize procedures for information sharing with all agencies involved with child to ensure there are no gaps in communication.</p>	<p>Set up a system of individual access plans for disabled pupils when required.</p>	<p>Inclusion Manager</p>	<p>January 2019</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Support staff are aware of Widgit symbols and several have received training on using Communication in Print.</p>	<p>Arrange CIP training for teachers with specific pupils.</p> <p>Arrange a staff meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</p>	<p>Use Widgit symbols to label trays where appropriate</p> <p>Use visual timetables and calendars.</p>	<p>Inclusion Manager</p> <p>Class Teacher</p> <p>Support staff</p>	<p>October 2018</p>
<p>Ensure all disabled pupils can be safely evacuated</p>	<p>Fire signals to include both visual and audio aids to ensure that they are accessible to all.</p> <p>Fire drills are scheduled 3 times per year as a minimum.</p> <p>The effectiveness of the evacuation is evaluated each time, and procedures are refined to ensure the quickest and safest exit from the building.</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire</p>	<p>Fire alarm installation to be completed with new signals</p> <p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.</p> <p>Develop a system to ensure all staff are aware of their responsibilities.</p>	<p>Caretaker, SBM, HOS</p> <p>Inclusion Manager</p>	<p>September 2018</p> <p>Every September</p>

<p>Review information to parents/carers to ensure it is accessible.</p>	<p>All year groups keep parents informed on the curriculum and enrichment opportunities enjoyed by the children.</p> <p>There is an open door policy for parents to approach staff with queries and concerns.</p> <p>Twice a year designated time is set aside for teachers to talk to parents about their child's progress.</p>	<p>All parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school</p>	<p>Provide information and letters in clear print in "simple" English format when requested.</p> <p>School office will support and help parents to access information and complete school forms.</p> <p>Ensure website and all documents accessible via the school website can be accessed by the visually impaired.</p>	<p>All staff</p> <p>School Office</p> <p>Website managers</p>	<p>Ongoing</p>
<p>Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems</p>	<p>We identify families for whom there may be a language barrier as part of the Year R starters' information.</p>	<p>Pupils and/or parents feel supported and included</p>	<p>Access to translators, sign language interpreters to be considered and offered if possible</p> <p>Establish Language Ambassadors throughout the school to support children for whom English is not their first language.</p> <p>Ensure teachers are proactive in seeking ways to communicate with parents who may have a language barrier.</p>	<p>Inclusion Manager /EAL Co-ordinator</p>	<p>ongoing</p>

4. Monitoring arrangements

This document will be reviewed annually.

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 (as detailed in the Single Equality Scheme)
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy

Policy issued: September 2018

To be reviewed: September 2019

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has areas leading to Year 6 corridor with steps.	Slopes already in place. Regular maintenance checks to occur.	Caretaker	Weekly
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Sept 2018
Fire alarms	Currently auditory alarm in place	Visual fire alarms to be installed in new areas of the school and when old areas are being developed.	Caretaker SLT	Ongoing to 2020
Parking bays	School has two designated disabled parking bays	Ensure they are clearly identifiable for people using the car park	Caretaker	
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Caretaker SLT	Ongoing to 2020
Ramps	External ramps in place to enable access to all areas of the school building	Ensure ramps are kept clear and clean to enable them to be used as required	Caretaker	Ongoing to 2020
Toilets	There are four disabled toilets available in the school with specialist equipment in some	Ensure they are kept clear and all equipment is in good working order	caretaker	Ongoing to 2020

	(electric bed, shower)			
Internal signage	Limited signage in school.	All new signage to be designed and positioned to inform those with visual impairment and wheelchair users. Where possible, Braille and/ or widge signage to be used to support identification of important rooms e.g WC	Caretaker Inclusion Manager	September 2018