

## **Accessibility Plan**

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

### **St Breward Community Primary** **Accessibility Plan 2019-2023**

#### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

#### **Definition of disability**

A person has a disability 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 carry out normal day-to-day activities.

#### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

## Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## Increasing Access for disabled pupils to the school curriculum

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

- All teacher, support staff and volunteers maintain awareness of the DED in relation to equality of access to the curriculum including trips and after school activities.
- As children's special needs are identified, appropriate measures are put in place, using expert advice where necessary, to develop the children as independent learners within the bounds of their disability.
- Staff monitor the ongoing achievement of all children. Interventions are implemented, documented and monitored as appropriate.
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## **Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

- All staff maintain their awareness about ensuring the accessibility of the physical environment.
- Any new work on buildings and outdoor areas is fully in line with DED.
- Health and safety audit monitors accessibility and medical needs and plans are put into place to make good any deficiencies.
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## **Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

- All staff will ensure they have a visual timetable in their classrooms for all pupils including those with a disability to refer to.
- All handouts are to be made available in enlarged print / alternative font / coloured paper or with an overlay for students as determined by the SENDco in line with the SEA and the SEN C of P.
- Parents/carers can request letters home in enlarged print or via email through the office.
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## **Financial Planning and control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan Template – add rows as necessary

<b>Compliance with the Equality Act</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>Reception is identified by a visual sign from car park.</b>	Create sign and ensure it is visible to all.				
Ensure Reception is suitable for approach and use for people in seated positions	Provide door bell outside main entrance for people to use from seated position to gain entry to school. Ensure speaker is portable to move to classroom when reception is unmanned.	JB HW	Short	April 2019	
<b>Ensure Visual signs are available in the foyer for people progressing to other parts of the school</b>	Create visual signs to direct people to various parts of the school.	Staff	Short	April 2019	

<b>Are there Tactile signs and information for those with impaired vision.</b>	<b>When new signs are required ensure they have are tactile and include Braille</b>	Staff	Long		
<b>Wheelchair approach is free of steps/ narrow doors/obstructions</b>	Purchase a portable ramp for use when moving from foyer to other areas in the school and toilet area.	HW JB	Medium	July 2019	

<b>Access to the physical environment - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>All signs and symbols in picture form for pupils with communication and learning difficulties</b>	<b>Update signage to include pictures and visuals for students with communication and learning difficulties.</b>	All Staff	Long	SEP 2019	<b>Review to update as need arises.</b>


<b>Ensuring inclusion in the school community</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>Ensure there is accessible signage throughout the settings environment for all activities and Events</b>	Staff to make sure all signs are in an inclusive font and size and placed in a visible position.	All staff	Long	ongoing	
Ensure all families and pupils/students with SEND are given explicit information about trips and activities well in	Staff to make sure pupils with SEND and their families have extra time to prepare for the trips by providing early information and extra meetings/opportunities for discussions.	All Staff	Long	Ongoing	

advance so that preparations can be made.					

<b>Access to the curriculum - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>

<p><b>Ensure attainment gap between pupils/students with SEND and those with out SEND is being reduced over time (whilst ensuring the high achievement of the most able)</b></p>	<p>Improve intervention records and data tracking for SEND pupils. Assess interventions and their value. Provide support for most able to extend their learning.</p>	<p>All Staff</p>	<p>Long</p>	<p>Review in July 19</p>	<p><b>ongoing</b></p>
<p>Is the progress made by our pupils at 'SEN support' and with an EHC plan as good as that made by pupils with SEN nationally?</p>	<p>Assess schools SEND pupil progress with SEN national figures</p>	<p>ER</p>	<p>Long</p>	<p>Review termly</p>	<p><b>Ongoing</b></p>
<p><b>Are Cover staff, including supply teachers, clear about the additional needs of pupils and how to meet those needs?</b></p>	<p>Create a record for each class for Staff to include the additional needs of pupils and how they can meet those needs.</p>	<p>ER</p>	<p>Medium</p>	<p>July 2019</p>	<p>Review termly to update</p>




<b>Access to information advice and guidance - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>Governor and staff to maintain their awareness of the implications of the Disability Discriminations Act for the Disability and Equality Duty DED</b>	<b>Disability Discriminations Act for the Disability and Equality Duty DED link to be available for staff on the server and through the website</b>	HW ER	Medium	July 2019	<b>ER to put DED and the Equality Act 2010 on server for staff to read.</b>
Ensure SEN Information reports and Accessibility report are available in Hard copy in Reception.	ER To print both reports on buff paper for Families who do not have internet access and place in reception.	ER	Short	March 2019	
<b>Ensure new website is family \friendly and</b>	Discussions with designers, staff, parents	HW all staff	Long	July 2019	

<b>presented in an inclusive way</b>					
<b>Assess to determine if we need to provide information in a range of languages.</b>	Audit of families to ascertain main language. Possible questionnaire.	ER	Long	ongoing	
<b>Provide information in a variety of formats</b> - easy to read -large print - With visuals	Assess to determine need of families	ER	Long	Ongoing	Update when necessary