

## Accessibility Plan

Committee Name:	Full Governing Body
Date of Approval:	March 2020 (reviewed Feb 2021)
Validity Date:	2020-2023 (review 2022)
Person responsible:	Head Teacher

### **‘Together We Live and Grow in the Love of Jesus Christ’**

#### **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

#### **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.

#### **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. We believe that we are all God’s children. At St Saviour’s C of E Primary School, we provide a high quality academic education and

pastoral care for all pupils according to their needs and regardless of faith, ethnicity, gender, race or sexual orientation. We aim to develop attitudes of mutual respect and responsibility within a framework of a Christian environment.

### **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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. St Saviour's CE School works closely with a number of outside agencies to meet the needs of disabled pupils.

These include:

- Westminster Educational Psychologists
- Westminster Speech and Language Therapists (SALT)
- Westminster Occupational Therapy (OT)
- Specialist Westminster Outreach teachers for pupils with ASD, Visual Impairment, Hearing Impairment.

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.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils:

- a) **Increase access to the curriculum for pupils with a disability**
- b) **Improve and maintain access to the physical environment**
- c) **Improve the delivery of information to pupils with a disability**

## **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.

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
<b>Increase access to the curriculum for pupils with a disability</b>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> </ul>	<p>To continue to develop the use of specific resources that enable children to access the curriculum.</p> <p>To develop the use of Makaton in the school so that all staff and children are able to communicate with each other.</p> <p>To share Makaton resources on the School Website</p> <p>To ensure all staff know how to use</p>	<p>Resources Audit</p> <p>Whole School INSET EYFS Staff to attend Makaton training at QE2 School.</p> <p>Makaton Club to video signs, songs and stories and put them on the website so parents and children can access them at home.</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO and Computing Coordinator.</p>	<p>Easter 2020</p> <p>Summer Term 2020</p> <p>Ongoing</p>	<p>All staff and children are able to communicate with each other.</p> <p>To develop the use of Makaton in the school.</p>

	<ul style="list-style-type: none"> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils.</li> <li>• Whole school Introduction to Makaton training</li> <li>• Makaton Club</li> <li>• Staff INSET led by LA Educational Psychologist</li> <li>• Use of Radio Aids for two children with Hearing Impairments in the school. Staff in both classes have been trained on how to use them and how to charge and fit them.</li> </ul>	Radio Aids once there are whole school assemblies, church, etc	<p>Makaton sign of the week on the website, in Chit Chat and the Newsletter.</p> <p>Whole School INSET and training on working with children with Hearing Impairments and the use of Radio Aids to support them.</p>	SENCO	By Summer Term 2021	Children with Hearing Impairments to have full access to the school curriculum.
<b>Improve and maintain access to the physical environment</b>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor and doorway width in the Entrance Hall</li> <li>• An Accessible toilet on</li> </ul>	To ensure that our school is as accessible as possible, allowing for the constraints of a Victorian building.	Ongoing audit of the school building.	Head teacher Site Manager SENCO	Ongoing	

	the ground floor					
<b>Improve the delivery of information to pupils with a disability</b>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Makaton</li> <li>• Radio Aids</li> </ul>	To ensure that all pupils and their families are able to access important information.	Ongoing audit of staff skills and the school building.	Head teacher Site Manager SENCO	Ongoing	

#### **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 and the Head Teacher.

**Appendix 1: Accessibility audit – to be completed annually by the SENCo and Site Manager**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3: 1 <sup>st</sup> floor , Ground & Basement			
Corridor access	Single floor access No access between floors	External lift fitting		
Lifts	N/A			
Parking bays	N/A			
Entrances	2 Entrances with disabled access 1 Stepped entrance	Ensure access remains clear	LH	Ongoing
Ramps	Access ramps between ks2 and Arches playground areas Access from Reception classroom to playground	Ensure access remains clear . Maintain surfaces Both ramps form part of Fire Evacuation Plan	LH	Ongoing
Toilets	Ground Floor Disabled adapted WC	Ensure WC Serviced	LH	Ongoing



Reception area	Ground Floor single level entry External Intercom/ camera at appropriate height for wheelchair access	Ensure access clear	LH	Ongoing
Internal signage		Investigate Braille & Makaton signage	CR/LH	Ongoing
Emergency escape routes	Clearly signed routes	Ensure access clear / Drills carried out	LH	Ongoing

Signed: L Higgins

C Robson

Date: 15.9.20