



## West Street Primary School Accessibility Plan– 2015 to 2018

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## **1. Statement of Intent**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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

- (a) He or she has a physical or mental impairment, and
- (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 Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At West Street Community Primary School the Plan will be monitored by the Head teacher and Senior Leadership team and evaluated by Governors. The current Plan will be attached to this document.

At West Street Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) Our Accessibility Plan has been developed and drawn up based upon current information about pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We

are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Accessibility Plan relates to the key aspects of physical environment, curriculum, medical need and information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Brochure
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the access of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Buildings and Finance Committee.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2.Aims and Objectives**

Our Aims are:

- To increase access to the curriculum for pupils with a disability
- To Improve and maintain access to the physical environment
- To improve the delivery of written information to pupils
- To fully meet the medical needs of children in our care

Our objectives are detailed in the Action Plan below

## **3.Current good practice**

We aim to ask about any SEND, additional or medical needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information regularly and have an open door policy to enable parents to share views or concerns, we also have parents' evenings twice a year and an open afternoon in the autumn & summer terms.

## **Physical Environment**

ALL pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All children can access the parts of the school that they need to with little or no adult assistance. If moving between buildings younger children are closely supervised and older children go in pairs or small groups. The boundary of the school is secure.

## **Curriculum**

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are very aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. Other issues affecting the participation of pupils, for example medical need are addressed through the relevant policies; administration of medicines, the provision of intimate care etc.

## **Information**

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available.

#### **4. Access Audit**

Although the school has two levels the spaces used by children are accessed on one level except for our nurture room which is in the basement but has an entrance from the ground floor if needed. The three main entrances are on one level or have ramped access and accessible to wheelchair users.

Internal doors are wheelchair accessible.

Main parking for parents is on the road and on the car park opposite school. Pedestrian access is along a flat footpath with one ramped section. The school has internal emergency signage and escape routes are clearly marked.

#### **5. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

This accessibility plan is reviewed at least annually and the plan below updated to reflect this.

Next review July 2018

## 6. West Street Primary School Action Plan 2015-18

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Curriculum /General</b>	Ensuring all with a disability are able to be involved.	<p>Create access plans for individual disabled children as part of IEP process</p> <p>Undertake confidential survey of staff, governors, parents to ascertain access needs and make sure they are met in the school and meetings etc.</p> <p>Consideration to be given at admission about parents/carers' access needs. Enabling needs to be met where possible.</p>	<p>Pupil needs are supported.</p> <p>Achievements raised/enhanced.</p> <p>Value added.</p> <p>Suitability of present situation improved.</p>	With immediate effect, to be constantly reviewed	2017 Pastoral Support worker appointed to support individual pupils and families with additional need

<b>Curriculum Access</b>	Review TA/ support staff structure and provision	SLT to consider options of best use. Staff to discuss	Pupil needs are suitably/adequately met. Teaching staff feel supported, too.	Ongoing	2017/18 Increased staffing levels enable all pupils, including the most vulnerable, to access learning. Structured interventions in place.
<b>Curriculum Access</b>	To ensure that children with social & emotional needs are fully supported to access curriculum	Training to be taken by staff involved with children. Support planned.	Staff awareness and knowledge increased in strategies and approaches to support.	Ongoing	2016/17 2 <sup>nd</sup> nurture group started; one for each Key Stage TAs deployed to skill sets Eg speech & language/EAL/nurture/counselling
<b>Information</b>	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. Records passed up to each class teacher. End of year class teacher Annual reviews IEP meetings Medical forms updated as needed for all children Personal health plans	All staff are fully aware of all children they may have contact with	Ongoing	2016/17 Pastoral meetings now enable all staff to have updates of individual children's needs.  Inclusion team follow up specific needs identified.

<p><b>Physical Environment</b></p>	<p>A disabled parking space to be created on car park. Review access to all areas of school.</p>	<p>Information to be sought into who can authorise and mark</p>	<p>To ensure that parents of disabled children and disabled visitors to school can park in a location where access to school is easy and safe. To ensure access to all relevant areas &amp; if not possible adjustments made.</p>		
<p><b>Medical Need</b></p>	<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>To conduct parent discussions, liaise with external agencies, identifying training needs and establish individual plans where needed.</p>	<p>For medical needs to be fully met</p>	<p>With immediate effect to be constantly reviewed</p>	