



ACCESSIBILITY PLAN

Committee Responsible:	Finance and Resources
Person Responsible:	Headteacher
Date Approved:	November 2016
Date for Review:	November 2019

Signed.....

Date.....



1.0 STATEMENT OF INTENT

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

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:

He or she has a physical or mental impairment, and

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 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.

2.0 OBJECTIVES

St James' C.E Primary School is 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.



The School Accessibility Plan shows how access is to be improved for pupils with disabilities, 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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.

The School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

The Accessibility Plan for physical accessibility relates to the Access Audit 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 ongoing period.

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.



3.0 ACTION PLAN

3.1 Improving Access to the Physical Environment

	Targets	Actions	By Date	Responsibility Of	Expected Outcomes
1.	Plan, as far as possible, for access of the entire premises by any disabled people, including visitors.	Create access plans for individual pupils with disabilities, as part of IEP process and make staff aware.	As necessary	SENCO	Individual plans in place for all pupils with disabilities & all staff aware. Good access to all areas.
2.	Carry out training of staff	Regularly provide information & training on disability equality and access to all parts of premise.	Ongoing	Headteacher and Governors	Raised confidence of staff and governors in progress to meet access needs.
3.	Plan for new building work where ease of access is difficult or impossible for disabled people	Discuss the requirement with WSCC, make plans, get them cleared and get building work done.	Ongoing	Headteacher and Governors	Premises comply with guidance and legislation. Current good access to all areas.
4.	When repainting consider colour choices and contrasts to aid visual impairment.	Include contrasting colours on walls and doors when repaint is required.	Ongoing	Headteacher / Business Manager / Caretaker	Colour schemes support teaching, learning and behaviour. Classroom colours assist visually impaired pupils. Ongoing as



	Targets	Actions	By Date	Responsibility Of	Expected Outcomes
					necessary.

3.2 Improving Access to the Curriculum

	Targets	Actions	By Date	Responsibility Of	Expected Outcomes
1.	Increase confidence of all staff in differentiating the curriculum.	Audit of staff training needs on curriculum access. Plan inset or staff meetings to train staff.	Ongoing	SENCO and staff	Raised confidence and skill of staff in strategies for differentiation and increased pupil participation.
2.	Ensure all staff have access to specific training for specific needs.	PLPs meet access needs for all pupils with disabilities. Staff able to support appropriately.	Ongoing	SENCO and Headteacher	All staff aware of individual needs and have training to meet these needs.
3.	Ensure all staff are aware of and able to use SEN software and resources.	(i) Audit SEN ICT and other resources and ensure staff have access to list. (ii) Run training sessions on use of software and how to integrate into curriculum.	Ongoing	SENCO	Wider use of SEN software and resources to support pupils within curriculum.
4.	Develop consistent approach to recording differentiation	(i) Devise and consult on model school policy with good practice	Ongoing	SENCO	All staff confident and consistent in range of differentiation strategies and



	Targets	Actions	By Date	Responsibility Of	Expected Outcomes
	within plans.	guidance. (ii) Organise staff meeting to share good practice.			recording these in planning.
5.	Review all curriculum areas to ensure inclusion of 7. disability issues.	(i) Develop PSHE curriculum to address disability equality issues. (ii) Collect resources for staff on disability equality issues.	Ongoing	SENCO / Headteacher / all staff	All staff have access to materials and confidence to support teaching of disability equality issues. All staff aware of wider issues within disability issues.
6.	Ensure all pupils with disabilities participate equally in all school activities.	Audit participation in all activities. Ensure all outside providers aware of this requirement.	Ongoing	All staff	All pupils participate equally in all activities in school.
7.	Ensure staff have undertaken specific disability equality training.	(i) Audit staff training needs for specific aspects of disability equality. (ii) Arrange training accordingly.	Ongoing	SENCO / Headteacher / staff	All staff able to work from a disability equality perspective.
8.	Increase confidence of all staff in differentiating	Audit of staff training needs on curriculum access. Plan	Ongoing	SENCO and staff	Raised confidence and skill of staff in strategies for



	Targets	Actions	By Date	Responsibility Of	Expected Outcomes
	the curriculum.	inset or staff meetings to train staff.			differentiation and increased pupil participation.
9.	Ensure all staff have access to specific training for specific needs.	IEPs meet access needs for all pupils with disabilities. Staff able to support appropriately.	Ongoing	SENCO and Headteacher	All staff aware of individual needs and have training to meet these needs.
10.	Ensure all staff are aware of and able to use SEN software and resources.	(i) Audit SEN ICT and other resources and ensure staff have access to list. (ii) Run training sessions on use of software and how to integrate into curriculum.	Ongoing	SENCO	Wider use of SEN software and resources to support pupils within curriculum.
11.	Develop consistent approach to recording differentiation within plans.	(i) Devise and consult on model school policy with good practice guidance. (ii) Organise staff meeting to share good practice.	Ongoing	SENCO	All staff confident and consistent in range of differentiation strategies and recording these in planning.
12.	Review all curriculum areas to ensure inclusion of	(i) Develop PSHE curriculum to address disability	Ongoing	SENCO / Headteacher / all staff	All staff have access to materials and confidence to support teaching



	Targets	Actions	By Date	Responsibility Of	Expected Outcomes
	disability issues.	equality issues. (ii) Collect resources for staff on disability equality issues.			of disability equality issues. All staff aware of wider issues within disability issues.
13.	Ensure all pupils with disabilities participate equally in all school activities.	Audit participation in all activities. Ensure all outside providers aware of this requirement.	Ongoing	All staff	All pupils participate equally in all activities in school.
14.	Ensure staff have undertaken specific disability equality training.	(i) Audit staff training needs for specific aspects of disability equality. (ii) Arrange training accordingly.	Ongoing	SENCO / Headteacher / staff	All staff able to work from a disability equality perspective.

3.3 Improving Access to Information

	Targets	Actions	By Date	Responsibility Of	Expected Outcomes
1.	Review information to parents / carers to ensure it is accessible.	Check all new admissions for their access requirements. If requested provide information in alternative formats.	Ongoing	Headteacher / Business Manager	All parents and carers get information in accessible format according to need.



	Targets	Actions	By Date	Responsibility Of	Expected Outcomes
		Ensure all ongoing information about pupils is in an accessible form if needed.			
2.	Pupils become more aware of own learning styles and access needs.	<p>(i) Encourage pupils to express their access needs and explore learning styles.</p> <p>(ii) Develop alternative methods of displaying classroom signs e.g. visual timetables according to needs.</p> <p>(iii) Continue to audit needs for alternative methods of practice.</p>	Ongoing	SENCO / All staff	<p>All pupils able and confident to articulate needs and understand own learning styles.</p> <p>All pupils able to access classroom signs according to needs and stage of development.</p>

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