

Ashchurch Primary School

Accessibility Plan

2020-2023

Background

This Accessibility Plan has been drawn up in consultation with pupils, parents, staff and governors of the school and covers the period from September 2020 to September 2023

Our vision

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our aims

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- increasing the extent to which disabled pupils can participate in the curriculum; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils, staff, parents and visitors. 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 time frame.

1. What do we understand by 'disability'?

"Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities" (DDA 1995, Part 1, para. 1.1)

The Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act. Behavioural difficulties arising from physical or mental impairments or from mental illness are also included.

2. How will we meet the General Duty and Specific Duty?

The production of this Disability Equality Scheme provides us with a framework for integrating disability equality into all aspects of school life. It demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

The General Duty

- We will actively seek to:
- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination, which is unlawful under the Act
- Eliminate harassment of disabled persons which is related to their disabilities
- Promote positive attitudes towards disabled persons in public life. This means not representing people in a demeaning way and not pretending they do not exist and so not representing them anywhere at all.
- Encourage participation by disabled persons in public life. It is important to respect the wishes of disabled children in an educational setting, so that they do not feel pushed into activities in which they do not wish to participate.

The Specific Duty – How we will meet the General Duty

3. Involvement of Disabled People in Developing the Scheme

Pupils, staff, parents, carers and disabled members of the community who may use the school facilities are involved in developing the scheme and identifying actions. Consultation is carried out through a questionnaires and pupil voice. The information gathered through the responses is used to inform our priorities. Further information may be gathered through our annual parent questionnaire. We ensure there are representatives, with and without disabilities, of school staff, the Governing Body, parents and the Local Authority with and contributing to the plan.

4. Gathering information from disabled pupils, staff, parents, carer and people from the wider community using the school

The school will seek to improve how we gather information from people with a disability by:

- Adapting the annual SEND questionnaire to parents to include questions about disabilities and the school's provision
- Consultation with the School Council, which includes representatives of pupils with disabilities.

To comply with the DDA requirements, we will seek to remove barriers and will consider in particular:

5. The elimination of harassment and bullying

We consider harassment and bullying very serious and are proactive in preventing incidents. Any such incidents are recorded in writing and reported to the Senior Leadership Team. We rigorously enforce our Anti-Bullying policy and all work hard to promote behaviour which is considerate of others. This is done in various ways eg. through our P.S.H.C.E curriculum and outside agency support.

6. Reasonable adjustments which will further enable disabled pupils to participate in the life of the school

We make all reasonable adjustments which aid inclusion of pupils with disabilities eg. Toileting at specific times for pupils with continence needs for example.

All resources used in school are adapted according to need. All our policies, brochures and documentation are available on request in large print or in languages other than English. Our website can be translated into many different languages.

7. School facility lettings

It is our policy to work with all who lease our property on disability related matters by:

- gathering their views
- sharing our action plan
- keeping them informed of developments

8. Contractors and Procurement, including the recruitment, development and retention of disabled employees

The school acts in accordance with our Equal Opportunities policy in the recruitment and training of staff. All persons are welcome to apply for any vacancies which arise and will be considered for employment regardless of any disability. Should a person with a disability be appointed, all reasonable adjustments will be made within the school to enable them to effectively carry out their responsibilities.

9. Information, Performance and Evidence

Gathering information will be an ongoing process. We will collect data about disability over time and will analyse our policies and procedures in the light of our findings. Information and data collection will include:

- a) Pupil achievement
- b) Learning Opportunities
- c) Admissions, Transitions and Exclusions
- d) Social Relationships
- e) Employing, promoting and training disabled staff

10. Action planning

The relevant action plans, relating to these key aspects of accessibility, can be found at the end of this document. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years. We also acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. These action plans will be used to support this.

The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

11. Links to other school policies

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

- Curriculum
- Complaints
- Equality Duty
- Staff Development
- Health & Safety (including off-site safety)
- Special Needs
- Values
- School Improvement Plan
- School Prospectus and Vision

12. Monitoring & Review

As curriculum policies are reviewed, a section relating to access will be added to that on the Equality Duty. Information about our Accessibility Plan will be published as part of the school's equality objectives. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

School Accessibility Action Plan 2020-23

Section.1: Improving the Physical Access

| Action | Strategy | Timeframe | Outcomes |
|--|---|--|--|
| Improved site access for any members of the community or visitors with a disability. | New classroom block to have ramp access and unisex accessible toilet. Use of temporary ramps as required. Improved access to school field for sports day. | New build project planned for August 20 – May 21. | All staff, children, visitors and other members of the community are able to access all areas of the site school site, regardless of disability. |
| Regular review of needs of current pupils. | Class Teachers and SENDCo review My Plans, My Plan+ and ECHPS. | Ongoing | Appropriate adjustments made to allow children to meet the targets as set out in their individual plans. |
| Upgrades to fire alarm so that it is visual and auditory, meeting the needs of anyone within hearing impairment. | Consideration when repair/maintenance of existing detector heads to be both visual and auditory. | As the repair/maintenance of the system becomes due. | An anticipatory compliant fire alarm system to cater for any hearing-impaired pupil, staff or visitor to the school. |
| Personal evacuation plans completed for students who are identified as requiring one. | Liaise with school nurses and other healthcare staff to identify needs and put in place appropriate evacuation arrangements. | As required | All pupils who require a Personal Evacuation Plan and have one that is up to date and properly communicated which has been practiced to ensure it can be implemented successfully. |
| Learning areas accessible for all pupils | Regular review of layout of classrooms to ensure it meets the needs of the children using it at the time. | Ongoing | Children are not excluded from learning opportunities because they cannot access areas of the classroom or resources/equipment. |

Section.2: Improving the Curriculum Access at School

| Action | Strategy | Success Criteria | Timeframe | Outcomes |
|---|--|---|---|--|
| To improve staff awareness of disability issues that are particular to the pupils at the school | To review needs of the pupils with disabilities and ensure that staff receive appropriate training to understand these needs | Staff have a good or better understanding of the specific needs of pupils with disabilities at Ashchurch | On-going from 2.9.20 (as needs arise) | As a result of specific training and sharing of information, staff have a good awareness of the range of disability issues that impact pupils at Ashchurch |
| To ensure that teachers are able to better meet the needs of pupils with disabilities | Undertake an audit of staff training requirements Visits to preschool settings before children join Ashchurch. Parents of children with My Plans/My Plan+ and EHCPs invited to review regularly with SENDCo. | All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum Increase in access to the school Curriculum | On-going from 2.9.20 through staff development | As a result of specific training, both within school and from external consultants, all pupils are given access to the curriculum |
| To audit all out-of-school activities so that they are planned to ensure the full participation of the whole range of pupils | Review all out-of-school provision to ensure Early planning & Risk Assessment. | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Increase in access to all school activities for all disabled pupils | Annual Audit of clubs and after-school activities | All out-of-school activities conducted in an inclusive environment All pupils are able to access curriculum activities |
| To ensure that parents who are unable to attend school information and parents' evenings, can access information to help them support their child | Staff to make reasonable adjustments to enable access to the relevant information | Parents feel informed about their child's progress and welfare | On-going from 2.9.20 | Parents are able to fully access information about their child's progress and welfare |
| To ensure that the school website provides parents with disabilities access to all necessary information and guidance about the school | To ensure that the school website is up-to-date and relevant for all parents | Parents with disabilities are able to access all information about the school from the school website | On-going review and audit of school website | School website provides parents with disabilities with the wide range of information they need |

Section.3: Improving the Delivery of Written Information at School

| ACTION | STRATEGY | SUCCESS CRITERIA | TIMEFRAME | OUTCOMES |
|--|--|--|----------------------|--|
| Make available school brochures, school newsletters and other information for parents in alternative formats | Review all current school publications and promote the availability in different formats for those that require it | All school information available for all (depending on context and need) | On-going from 2.9.20 | All school information available for all(depending on context and need). |
| Raise the awareness of adults working at and for the school on the importance of good communications systems which ensures access for all. | Arrange training courses where appropriate E.g. Specific medical needs – appropriate training for all staff by qualified external partners e.g. diabetes | Awareness of target group raised School is more effective in meeting the needs of pupils. | On-going from 2.9.20 | Training delivered for specific groups as and when appropriate e.g. pupils with specific medical needs. Needs of pupils met. |