



**ST. CHAD'S**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL

# Accessibility Plan

St. Chad's – a successful, inspirational learning community taking the courage to: innovate; ignite curiosity; learn creatively; love unconditionally; and serve others.

Reviewed: September 2019

Date to be reviewed: September 2020

## **Introduction:**

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 Advocates. This review process can be delegated to a committee of the Advocates, an individual or the executive Head Teacher.

The current Plan will be appended to this document.

## **Vision**

At St Chad's Primary School we are committed to create – a successful, inspirational learning community taking the courage to: innovate; ignite curiosity; learn creatively; love unconditionally; and serve others.

The St Chad's Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies. The intention is to provide a projected plan for a three-year period ahead of the next review date.

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.

St. Chad's 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 to meet the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Chief Executive Head Teacher, the Head of School, SENCO, Site Manager and the Advocates.

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

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

Approved \_\_\_\_\_ Date \_\_\_\_\_

### **Aims and Objectives**

Our Aims are to: o Increase access to the curriculum for pupils with a disability, o Improve and maintain access to the physical environment o Improve the delivery of written information to pupils, Our objectives are detailed in the Action Plan below

### **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. Parents are also asked to complete a form regarding any disability they may have in accessing the building or our provision. A form and care plan are included in the induction packs for all new arrivals which are to be completed prior to transition and updated at the beginning of every academic year. Detailed care plans with the child's photograph clearly displayed are stored in the school office and also distributed to teachers. Any supply teachers are made aware and given access to this information. Details of children with allergies are sent to the school kitchen and their photographs are displayed at the serving hatch. Additional needs regarding special entry/seating requirements prior to events at school e.g. Christmas Concerts and these requests met where possible (in line with health and safety requirements)

### **Physical Environment**

The school environment is evaluated regularly in conjunction with the LA to ensure it meets the needs of all learners in school.

### **Curriculum**

Every effort is made to ensure that our curriculum provision is accessible to all learners in school. Children with disabilities who require extra support in subjects such as PE for example are allocated a LSA if necessary or strategies are put into place after seeking advice from outside agencies.

## **Access Audit**

The school is a single storey building with corridors and several access points from outside. All areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all. The playground has been designed with ramped areas and is accessible to all.

A small on-site car parking for staff includes a dedicated disabled parking bays, parents can request access to this when required.

Most entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and is fully accessible to wheelchair users. There is a disabled toilet facility available, within school and is easily accessible. The toilet is fitted with a handrail and an emergency pull cord.

Inside the school there is a utility room with a shower, with disabled access. There is also another disabled toilet facility.

The school has internal emergency signage and escape routes are clearly marked. We have a fire risk assessment which includes the evacuation plan for disabled pupils.

All children with a disability have a PEEP (Personal Emergency Evacuation Plan) which is completed and discussed with the child. A copy of this can be found in the classroom of the child and a copy is kept in the child's record in the office.

# Action Plan

Action	Strategies	Person(s) Responsible	Timescale	Success Criteria
<p><b>To be aware of the access needs of disabled children, staff, advocates and parents, carers.</b></p> <p>Ensure the school staff &amp; advocates are aware of access issues</p>	<p>a) to create access plans/risk assessments for individual disabled children as part of the assessment of individual need.</p> <p>Access is also considered in the short term for children with temporary access issues e.g. broken limbs and using crutches, wheelchairs etc. and an individual risk assessment is completed by the HT or Admin team and discussed with the staff involved.</p> <p>This is also then shared with the parents who can add/amend details</p> <p>b) to ensure staff and advocates can access areas of school used for meetings.</p> <p>c) Reminder to parents, carers through email to let us know if they have problems with access to areas of school. Additional needs regarding special entry/seating requirements are requested prior to events at school e.g. Christmas Concerts and these requests met where possible (in line with health and safety requirements)</p>	<p>SENCO Class teacher Site Manager Health and Safety Officer</p>	<p>Ongoing</p>	<p>Plans/risk assessments will be in place for disabled pupils when required, and all staff will be aware of pupils' needs.</p> <p>All staff &amp; advocates are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p>
<p>Ensure everyone has access to the main entrance of school.</p>	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) check the outer door is wide enough for a wheelchair</p> <p>c) Future developments, look at how individuals open the front door, strength, height etc..</p> <p>d) Daily check to ensure the area in clear of obstructions</p>	<p>Site Manager Head of School Assistant Heads</p>	<p>Ongoing</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Disabled visitors to school can park in close proximity.</p>
<p>Maintain safe access for visually impaired people</p>				
<p>Ensure all disabled people can be</p>				

evacuated safely.				
Ensure there are enough fire exits around school that are suitable for people with a disability				

## Access to the Curriculum

Action	Strategies	Person(s) Responsible	Timescale	Success Criteria
<b>Develop series of assemblies around a range of disabilities and additional needs; share these with whole school community</b>	All children and staff aware of a wide range of disabilities and additional needs; children and staff able to talk about what they can do to support others; strategies in place in all classrooms to cater for additional needs	Head of School SENCO Class Teachers	2019/20 academic Year	Children to have a greater understanding of needs.  Children to be able to discuss hidden disabilities.
<b>Regular, relevant staff training and updates</b>	All staff feel confident in addressing and catering for additional needs; needs of all children are met through the curriculum provision; relevant and timely information shared between all necessary staff	Head of School Class Teachers SENCO Outside training providers	Ongoing	
<b>MIND (mental health charity) workshops for all children to explore issues around healthy minds</b>	Staff and children able and willing to talk about issues relating to mental health; all stakeholders display good understanding of what mental health is and how we can work to improve it in ourselves and others	SENCO Head of School Class Teachers School governors	2019/20 academic Year	
<b>Continue to use PIVATS for assessing individuals with additional needs</b>	Close monitoring of academic, social and emotional attainment and progress for individual children; action plans and specific teaching and learning in place where required; use of PIVATS statements to show progress and highlight next steps	SENCO Head of school Class Teachers Support Staff	ongoing	
<b>Careful monitoring of staffing and timetabling</b>	Specialised staff in school deployed where additional need is greatest; staffing deployment responsive to individual need and changing needs; timetabling of curriculum allows all children to access and participate in learning	Head of School SENCO Class Teachers Support Staff	Ongoing	
<b>PCR Meetings termly for children with</b>	Individual children's needs are identified – socially/emotionally/academically;	SENCO Class Teachers Support Staff	Ongoing	

<b>additional needs</b>	staff meet with parents/carers regularly to ensure needs are met; actions plans from PCRs provide framework for everyone working with individual child; outcomes regularly monitored	Parents/Carers		

**Employees and Others involve in the School Community**

<b>Action</b>	<b>Strategy</b>	<b>Lead Person</b>	<b>Timescale</b>	<b>Success Criteria</b>
<b>Regularly collect and update disability information for staff members</b>	Identification of disability and associated need; provision made to enable equal access to school site and all associated resource; support plans constructed and implemented where necessary	SENCO Head of School Administrative Team	Ongoing	
<b>Regularly collect and update disability information for parents/carers of children in school</b>	Identification of disability and associated need; provision made to enable equal access to school site and all associated resource; support plans constructed and implemented where necessary	SENCO Head of School Administrative Team	Ongoing	
<b>Provide time off for therapy/medical consultations for any individual personnel persons who require it</b>	Where reasonably practicable, staff are able to attend appointments relating to individual needs; staff well-being, health, mental health and specific needs are met as well as possible	Head of School	ST / MT / LT depending on level of need	
<b>Where reasonably practicable, provide flexible working arrangements for personnel with additional needs</b>	Flexible working arrangements in place for disabled persons requiring this type of support	Head of School School Governors	ST/MT/ LT depending on level of need	