



Accessibility Plan January 2019

Version	2	Date/Effective from	January 2019
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Committee	N/A	Responsibility	Full Board of Governors

Aims and objectives

This plan is drawn up in accordance with the planning duty in the Equalities Act 2010, and reflects the requirements of the SEND Code of Practice (2014)

Definition of Disability

As defined in the Equalities Act (2010), a person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to facilitate full participation in the school community for pupils, and prospective pupils with a disability, and to ensure parents with a disability are able to fully engage in partnership with the school.

Principles

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and

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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.

Compliance with the Equalities Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy: The school recognises its duty under the Equalities Act (2010):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the SEND Code of Practice (2014):

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils

Activity

a) Education and related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. Training is sought for staff when additional need arises. Lessons provide opportunities for all pupils to achieve, taking account of pupil diversity. All pupils are encouraged to take part in all areas of the curriculum including music, drama and physical activities. Staff are responsive to needs of pupils with disabilities and recognise the extra effort that can be required and the need for additional time. Alternative ways to experience or achieve are provided and equipment is adapted if necessary.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

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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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>The school work hard to ensure full access to the curriculum given to all pupils.</p> <p>Advice gained from outside agencies, including specialist teacher advisors, to enable the correct/ appropriate resources to be put in place (e.g. foot rests/ writing slopes etc).</p> <p>Training is attended annually to ensure teachers and support staff working directly with children with disabilities have a secure understanding of needs and how to support them in class on a daily basis.</p> <p>Implementation of visual timetables, schedules and workstations to support the inclusion of pupils with ASD needs</p>	<p>To further increase awareness of specific disabilities across the school to ensure all staff members have secure understanding.</p> <ul style="list-style-type: none"> - Develop a whole school understanding of autism and how to support needs within school. - To implement a more thorough process for sharing information related to disabilities during transition between year groups. <p>To explore how the use of technology can further support pupils child disabilities.</p>	<p>Whole school training during 2018-19.</p> <p>Continue to gain outreach support from specialist provision to support children with disabilities as needs change.</p> <p>SENCO to attend cluster group in order to ascertain technologies being used in other schools and explore whether they would be of benefit to pupil in our school.</p>	<p>Lisa Knight</p>	<p>July 2020</p>

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<p>Improve and maintain access to the physical environment</p>	<p>Pupils are able access all parts of the school with ramps removing the need to use stairs.</p> <p>Rails are positioned near ramps to provide additional support for pupils who require it.</p> <p>We have an accessible toilet with a rise and fall bed to enable medical needs to be met.</p> <p>Each phase has an accessible toilet and sink within the children's toilets.</p>	<p>Existing provision is suitable for current needs of pupils on roll.</p>	<p>Review</p> <ul style="list-style-type: none"> • with each new Year R intake • in-year joiner • changing needs of pupils. 	<p>Lisa Knight</p>	<p>July 2019</p> <p>As required</p> <p>As required</p>
<p>Maintain up to date knowledge of legislation around disabilities</p>	<p>Our SENCO attends annual SEND conference and accesses training in relation to disabilities through attending regular SEND briefings provided by Hampshire SEN team.</p> <p>Ongoing support from Hampshire specialist teacher advisors ensure most appropriate information around disabilities is shared with staff working with children who have disabilities.</p>	<p>Existing provision is suitable for current needs of pupils on roll.</p>	<p>Review</p> <ul style="list-style-type: none"> • with each new Year R intake • in-year joiner • changing needs of pupils. 	<p>Lisa Knight</p>	<p>July 2019</p> <p>As required</p> <p>As required</p>

Section 3: Access audit

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Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
External doors	External doors in Y3 and Y5 classrooms very heavy - not accessible to people lacking body strength.	Door holdbacks have been fitted to all external doors to north playground. External doors leading to the north playground will be replaced when existing ones need replacing with lighter, easier to open ones with stay open option for those with limited upper body strength.	Kate Phillips	September 2021
Ramps	External access leading from main office to courtyard as a step with no slope. Access is gained through the hall, which is not always easily available	Access to new building will relieve pressure on the hall but ramp to be costed leading into/ out of main building.	Kate Phillips	September 2020
Main entrance	Main entrance door has no 'stay open' facility - not easily accessed for wheelchair users.	Stay open facility to be investigated, and fitted if appropriate.	Kate Phillips	September 2020