

St Mary Abbot's Church of England Primary School - Accessibility Plan 2015 – 2018

(updated March 2016)

Here at St Mary Abbot's Church of England Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with the LDBS, Local Authority, pupils, parents, staff and governors of the school and covers the period from March 2015 – March 2018 with an update March 2016.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve 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.
- 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 the Equality 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, visual 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.

Targets	Strategies	Outcome	Timeframe	Goals Achieved/To be achieved
Equality and Inclusion				
Accessibility Plan and Equality Statement influences development policy	Reference plan at governors committee meetings	Adherence to current Legislation and developments being in line with policy	Ongoing	Disabled Toilet in place Consideration given to levelling flooring on ground floor & Learning Zone area in future projects
Training to raise awareness of equality and disability issues.	Discuss issues with staff & governors to determine the current status of school. Provide training for groups as required.	Whole school community aware of issues relating to Access and inclusion.	Whole staff discussions to be Undertaken to raise awareness of range of issues to be addressed. Training to be on going.	Occupational Therapy information for all staff. SENCO/EP training for staff on inclusion and best practice to be organised.
Review Inclusion and Equal Opportunities for recorded evidence of how staff provides access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.		All policy reviews are undertaken with regard to ensuring that issues relating to inclusion & equality of opportunity are addressed.
Improve accessibility of School Newsletter, Website and ways of communicating effectively with all members of the school community	Identify a new format for newsletter. Organise for a professional review of website. Consider new forms of electronic communication.	School Communication with all members of the school community will be more effective and more accessible.	Short term – consideration of news letter Longer term – website and mobile phone communication.	Electronic communication system linked with SIMS introduced. E- newsletter established.
Targets	Strategies	Outcome	Timeframe	Goals Achieved
Physical Environment				
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Staff & Governors to audit accessibility of school buildings and site. Governors Buildings Committee to check accessibility and then incorporate into master plan.	Any modifications needed will be made to the school building and site that are needed to facilitate ease of access for all.	Short Term Accessibility Audit to be completed Medium Term Building master plan altered. Long Term Building master plan to be reviewed annually.	New building projects always taken into account the desire to make the school more accessible. Planned lift identified in Master Plan. KS1 classrooms remain on the ground floor. Access to KS1 from playground.

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Curriculum				
Continue training for teachers and support staff on different aspects of SEN including differentiation when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.	Ongoing	All teaching staff and targeted support staff having received regular inset regarding strategies to use in class and the playground. Makaton training refresher sessions for all staff provided.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements.		One to one support for any pupils with a disability is in place to ensure inclusion on a school trip.
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases, IWB projectors and efficient sound systems & seating.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils	Reviewed annually. On-going.	Changes to internal layout have resulted in refurbished Reception classroom having appropriate door widths for future wheel chair access. Ultra short throw super bright IWB projectors are replacing existing projectors.
Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.	DHT will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	On-going.	Extra time for SATs and modified (large print) test papers used where appropriate to ensure needs of individual pupils have been met during statutory assessments.