



# ACCESSIBILITY PLAN

**September 2020- 2024**

## **Introduction**

### **Schools' duties around accessibility for disabled pupils**

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA). These regulations require schools to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At St Anne's CE Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

St Anne's CE Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

This plan considers the following three areas as identified in the introduction:

**Increasing the extent to which disabled pupils can participate in the school curriculum.** The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs, securing relevant staff training and ensuring appropriate classroom organisation. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Mayfield Special School Outreach Team

**Improving access to the physical environment of the school.**

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by St Anne's CE Primary School.

**Improving the delivery of information to disabled persons.**

This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally. Staff are aware of the services available through the LA for converting written information into alternative formats.

This Access Improvement Plan will be reviewed by the Governors' School's Resource Committee.

	<b>Target</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
Physical access	<p>Due to the age of the original part of the building recent legislation including the Disability Discrimination Act 2005 was not considered.</p> <p>Therefore, certain areas of the school would be very difficult to refit retrospectively to comply with DDA 2005.</p> <p>The target, therefore, is to ensure that any children with physical disabilities can access the main sections of the school.</p>	<p>This is carried out through an audit of existing provision to determine how easy it is for children and adults with disability to access the key areas of the school.</p>	<p>The F Stage classrooms can be accessed directly from their own entrance.</p> <p>A child in a wheelchair would require assistance to access the KS2 play areas due to the amount of steps. This could be provided by a ramp via the fire exit outside the Meeting Room, which would be free from traffic.</p> <p>Where required Class 4 would swap with another classroom to ensure that the toilets were</p>	<p>Adjustments would be made if required.</p>	

			accessible without using stairs.		
Emergency access	Disabled students and adults to be able to evacuate the building safely in a fire emergency.	Designated person to accompany pupil and offer required support. Resources provided where applicable.	Practises undertaken.  Policy evaluated	As required	
Access to information	Availability of written material in alternative formats.	The school makes itself aware of the services available through the LA for converting written information into alternative formats. Class teachers are aware of parents/carers access needs and will provide support when needed.	The school can provide written information in alternative formats.	As required	