



East Anstey Primary School

School Accessibility Plan

2016-19

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1. Accessibility Vision Statement

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 will be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At East Anstey Primary School the Plan will form part of the Leadership and Management section of the School Improvement Plan and will be monitored by the head teacher and evaluated by the Buildings, Health and Safety committee. The current Plan will be appended to this document. At East Anstey Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The East Anstey 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 and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) 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.

3) East Anstey 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 in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The East Anstey Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- **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 their duties under the Equalities 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- **Improve and maintain access to the physical environment** of the school, adding necessary specialist facilities – this covers improvements to the physical environment of the school and any physical aids to help access education within a reasonable and proportionate timeframe;
- **Improve the delivery of information** (including written) to pupils, staff, parents and visitors with disabilities; examples include timetables, information sheets, textbooks and information about the school and school events; this information will be made available in various necessary formats as appropriate.

5) Our Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Policy
- Curriculum Policy
- Emergency Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as part of our school policy review process. The terms of reference for all governors' committees will include the need to consider Equality Duty as required by the Equality Act 2010.

10) Our Accessibility Plan will be published on the school website.

11) Our Accessibility Plan will be monitored through the Governor Buildings Health and Safety Committee

12) The school will work in partnership with the Local Authority (as appropriate) in developing and implementing this Accessibility Plan.

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

2. Aims and Objectives

Our Aims are to:

1. Increase access to the curriculum for pupils with a disability
2. Improve and maintain access to the physical environment
3. Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we will collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are few parts of the school to which disabled pupils have no access at the moment, but some class and building access is restricted due to steps and surfaces.

Curriculum

There are some areas of the curriculum to which disabled pupils have limited or no access but these are few now. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

- The school is a two storey building (school house only) with narrow corridors and several access points from outside. The traditional Victorian structure does not lend itself to access alterations.
- Class 1 (KS1 and Reception) areas are all on the ground floor with more modern door access and ramps.
- Class 2 has stepped access through a narrow porch way and steep step fire escape access. The porch has some step ramping and temporary ramps are also used for this hall (giving wheelchair access). This building is also used as a polling station.
- Class 3 has level access from the lobby corridor (some wheelchair access) but the two other exits are stepped. The
- East Anstey Pre-school room is also a steep stepped access (with rail support). Level access is available once in the main building.
- The reception area provides level access from the car park area to main school and playgrounds.
- The lower gate is stepped access through a narrow gateway.
- Access to playgrounds is good currently (including the court), however, field access is limited via a gravel pathway or through car park / reception area.
- On-site car parking for staff is level access but has no lines and limited signage. Parking near the site is extremely limited but a visitor space is available.
- The main entrance features a secure lobby and has been fitted with a security door and seating.
- There are no specific disabled toilet facilities available but the staff toilet is wide access.
- The school has internal emergency signage and escape routes are clearly marked.
- Curriculum access is audited through subject coordination. The new Primary Learning Pathways curriculum has access as a key priority. Specific areas for consideration include

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and agencies as appropriate to implement this plan and to provide dynamic risk assessment and reactionary planning as necessary.
- Coordination is undertaken by the head teacher. The plan will be incorporated into the school improvement process and project planned using Asana Project Management.
- The plan projects and tasks will be actioned through Business Management Meeting and SLT meeting processes (or directly by the HT / BM) as appropriate.
- Implementation and impact is monitored and reviewed by the governing body (BHS committee)

6. Action Plan 16-19

| Targets | Strategies | When | Responsibilities | Success Criteria |
|---|------------|------|------------------|------------------|
| 1. Increase access to the curriculum for pupils with a disability | | | | |
| Short Term Targets | | | | |

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|--|---|--------|--------------------------------|---|
| Review new Early Years provision and intake | <ul style="list-style-type: none"> Current provision reviewed by EY leaders New Early Years development plan created and implemented | AUT 16 | LY Early Years committee | A clear vision of Early Years curriculum practice and provision is in place. |
| Ensure Federation /school policies reflect inclusive practices and procedures | <ul style="list-style-type: none"> Policy review calendar updated Equality policies re-adopted | AUT 16 | TG, LL, CB FGB | Policies appropriately in place to support equality duty. |
| To improve liaison and engagement with parents | <ul style="list-style-type: none"> Parent link opportunities arranged – open sessions, events Teachers run specific interviews | AUT 16 | SLT Teaching staff | Parental engagement improves. Parents work with staff teams to promote access. |
| To improve liaison and engagement with external agencies | <ul style="list-style-type: none"> Regular termly class needs check. Agencies contacted (health etc.) Feedback to SLT and staff meetings | AUT 16 | CP / HOTLs and HT SLT | Staff fully informed about specific needs and barriers to learning / access. |
| To ensure full access to the curriculum for all learners | <ul style="list-style-type: none"> Curriculum differentiation as appropriate with alternatives offered. Support staff including trained teaching assistants Multimedia activities used to support specific curriculum areas Access resources acquired | AUT 16 | Teaching staff | Children able to access the curriculum. Integration evident from questionnaires and progress Effective staff and resources deployment |
| To specifically ensure all children with Dyslexia (and associated needs) have access to the curriculum | <ul style="list-style-type: none"> Provide specific focus staff training Staff alter delivery to include coloured overlays, screening tools, use of friendly AV and multimedia, SATs access. | SPR 16 | SLT SENCO Teaching staff | SEN (dyslexia) identified children make appropriate progress School becomes dyslexia friendly |
| To specifically ensure all children with ASD have access to the curriculum | <ul style="list-style-type: none"> Provide specific focus staff training Staff to provide tailored individual needs plans | SPR 16 | SLT SENCO Teaching staff | SEN (ASD) identified children make appropriate progress School becomes ASD friendly |

Medium Term Targets

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|---|--|--------|-------------------------------|---|
| SEN vulnerable group attainment reviewed and adapted for optimal delivery | <ul style="list-style-type: none"> Group analysis takes places for Sen groups (CSIP) SEN group attainment and progress examined in light of accessibility Changes to intervention as appropriate Necessary resources and training put into place | AUT 16 | SENCO CSIP | SEN groups / individuals make appropriate progress from starting points. Group attainment is appropriate against starting points. |
| G+T group attainment reviewed and adapted for optimal delivery | <ul style="list-style-type: none"> Group analysis takes places for Sen groups (CSIP) SEN group attainment and progress examined in light of accessibility Changes to intervention as appropriate Necessary resources and training put into place | SPR 16 | SLT HT CSIP | G+T groups / individuals make appropriate progress. Outcomes / attainment show children at age related expectations with greater depth |
| Employ a range of teaching and learning strategies to include disabled pupils / those with specific needs | <ul style="list-style-type: none"> New training for staff to deliver SEN areas SEN identification toolkit in place Teachers audit and adapt practice SEN provision meetings in place | SPR 16 | Teaching staff SLT to lead | A wide range of teaching and learning styles (including multisensory and learning resilience) evident in planning and in learning environment. Needs of disabled pupils, parents and staff are appropriately represented at school. |

Long Term Targets

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|---|---|--------|-------------|--|
| To monitor and review the impact of target actions annually | <ul style="list-style-type: none"> BHS committee adds accessibility progress to agenda | SUM 16 | BHS CSIP | Accessibility progress audited and those responsible held to account |
| To deliver findings to the Governing Body | <ul style="list-style-type: none"> Included in BHS reports | SUM 16 | BHS FGB | Governors hold progress to account |

2. Improve and maintain access to the physical environment

Short Term Targets

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| To ensure paths and playgrounds around school are as safe as possible. | <ul style="list-style-type: none"> Audit current facilities Plan necessary works or changes to provision Action changes | AUT 16 | BHS BM HT | New surfaced paths Number of incidents reduced Ease of access increased |
| To ensure that corridors and escape routes are as safe as possible | <ul style="list-style-type: none"> Staff meetings and assemblies raise awareness Clearance of areas Monitors keep area clear | AUT 16 | All staff | Areas clear during drills and audit Areas clear during normal provision |
| To provide further temporary ramps as appropriate | <ul style="list-style-type: none"> Audit areas needing access ramps | AUT 16 | BHS BM HT | Ease of access increased |

Medium Term Targets

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|---|---|--------|-----------------|--|
| Improve safe and easy access to entrances and exits | <ul style="list-style-type: none"> Use Asana to project manage. Plan and fund raise. Complete construction process and commission. | AUT 17 | BHS BM HT | Ramps added. Rails added. New pathways. Access opens up school. |
| Improve access to the school field and equipment | <ul style="list-style-type: none"> Use Asana to project manage. Plan and fund raise. Complete construction process and commission. | AUT 18 | BHS BM HT | New pathways. Access opens up school. |
| To provide audio visual sensory aids | <ul style="list-style-type: none"> Use Asana to project manage. Review needs for the school / classes. Plan and fund raise. Purchase and install. | AUT 17 | BHS BM HT | Audio visual aids enhance teaching delivery and access in assemblies and lessons |
| Provide purpose built disabled toilet facilities | <ul style="list-style-type: none"> Use Asana to project manage. Plan and fund raise. Complete build process and commission. | AUT 19 | BHS BM HT | Toilet facilities fit for purpose |

Long Term Targets

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|------------------------------|--|--------|-----------------|---|
| Provide a purpose built hall | <ul style="list-style-type: none"> Use Asana to project manage. Plan and fund raise. Complete build process and commission. | AUT 22 | BHS BM HT | Hall improves access to PE for all pupils |
|------------------------------|--|--------|-----------------|---|

3. Improve the delivery of written information to pupils

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| To review and improve the information and experience provided online by the school | <ul style="list-style-type: none"> Improve the school website <ul style="list-style-type: none"> new information layout new home page experience Primary Learning Pathways curriculum added Online reporting explored | AUT 16 | TG LL FGB to monitor | Access to information improves. Visually appealing and inviting web experience built. |
| To enable improved access to written information for pupils, parents and visitors | <ul style="list-style-type: none"> Newsletters added to website in one simple area. Pupil portal developed Facebook / twitter usage increases. Tucasi payments used. Teachers to Parents link enhanced. | AUT 16 | TG TG SA LL FGB to monitor | Access to up to date information improves. Parents and children able to access school information online. Homework access improves. |
| To review children's records ensuring school's awareness of any disabilities | <ul style="list-style-type: none"> Ensure Child files up to date Introduce PLP folders Integrate SIMS use for all teaching staff Update and integrate records as appropriate | AUT 16 | SA TG LL TG Teaching staff | Children's files contain all data Teachers have access to data |