



## **St Andrew's Church of England (VA) Primary School Accessibility Plan 2022 – 2025**

### **1. Aims**

At St Andrew's 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 the 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 the Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from September 2022 to September 2025.

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.

### **2. Legislation and guidance on disability**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Steps completed so far</u>
To improve and maintain access to the physical environment	Continued upkeep of marking of gradient changes and other barriers.	Ongoing	Site Manager	✓ In Place
	Use of good quality yellow paint or strips (as best appropriate for the location) to mark edges and slopes. (on-going)		Site Manager	
	Better signage at appropriate height for wheelchair users and in appropriate font for visually impaired people to mark emergency exits (short term)			
	Audit of all fire exits as being suitable for wheelchair users. Ramps fitted if not			✓ In Place
	Regular risk assessments		Class teachers/Deputy Head	✓ In Place
	School to use both sound and light based emergency alarms			✓ In Place
	Fire Risk Assessment to consider risk to disabled pupils in case of fire. Personal Emergency Evacuation Plans drawn up.		INCo	✓ In Place
	Resurfaced main entrance area and resurfaced field for even ground levels	Completed Sept, 22	SBM/Site Manager/Head/Contractors	✓ In Place
	Hoist facilities for accessibility toilet	February, 2023	INCo/Site Manager	
Sport netball posts stabilised	October, 2022	SBM/Site Manger	✓ In Place	

To ensure everyone has access to first aid in the event of an accident	First aid training for staff up to date including yearly Epi-Pen and asthma training.	Ongoing	Headteacher/Office staff to monitor and rebook as appropriate	<ul style="list-style-type: none"> <li>✓ In place</li> <li>✓ First Aid training in place and renewed when expired</li> <li>✓ Epi-Pen Training in place and renewed annually.</li> <li>✓ Annual training on specific medical conditions in place</li> </ul>
	First aid supplies purchased as necessary.	Ongoing	Headteacher/Office staff to monitor and purchase as appropriate	<ul style="list-style-type: none"> <li>✓ In place</li> </ul>
	Staff aware of medical issues of children and these are logged on SIMS.	In place	Office staff to update from new forms received	<ul style="list-style-type: none"> <li>✓ In place</li> </ul>
	Individual Healthcare Plans in place as required. Advice sought from School Nursing Team as necessary.	In place	INCO	<ul style="list-style-type: none"> <li>✓ In place</li> </ul>
To ensure access for physically disabled members of the school community	Advice sought from the Physical and Neurological Impairment Advisory Teacher and Occupational Therapist and implemented.	Ongoing	INCO/Class Teacher	<ul style="list-style-type: none"> <li>✓ Physically disabled pupils access the whole school site with appropriate measures in place. Continually working with PNI and Occupational Therapy Team at Local authority to make any improvements necessary.</li> </ul>
	Alterations to the condition of the building costed and considered in line with responsibility to provide reasonable adjustments. Major work added to long term premises plan as per above	Ongoing	Headteacher/ Site Manager	

	<p>Risk assessments for site/PE carried out and reviewed</p> <p>Alternative routes around non-accessible parts of the building provided to ensure access to all zones within the school</p> <p>Equipment that has been provided is used</p> <p>Disabled bathroom facilities are provided.</p> <p>Access to swimming lessons in line with equality act.</p> <p>Ramp access to the school field and resurfaced area</p>	<p>Ongoing</p> <p>In Place</p> <p>In Place</p> <p>In Place</p> <p>In Place</p> <p>Autumn, 2022</p>	<p>Class teacher/PE Lead</p> <p>INCO/Class Teacher</p> <p>INCO</p> <p>INCO/Site Manager</p> <p>INCO/PE Lead/Headteacher</p> <p>Headteacher/Site Manager</p>	<p>✓ In place</p> <p>✓ In place</p> <p>✓ In place</p> <p>✓ In place</p> <p>✓ In place</p>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Ensure constant refreshing of training for all staff to enable them to best support pupils with disabilities.</p> <p>Consider best classroom organisation for disabled pupils for example those with hearing needs, ADHD etc</p> <p>Recognise additional mental effort made by some pupils – eg. those with processing needs and plan for breaks.</p> <p>Recognise extra time needed to complete tasks.</p>	<p>Ongoing</p>	<p>Headteacher/INCo</p> <p>Class teachers/INCo</p> <p>Class teachers/INCo</p> <p>Class teachers/INCo</p>	<p>✓ In place</p> <p>In place</p> <p>In place</p>

	<p>Teachers make sure lessons provide opportunity for disabled pupils to achieve and respond to pupil diversity</p> <p>Subject co-ordinators to consider how best access can be made for disabled pupils in their area of the curriculum and advise class teachers as requested.</p> <p>Ensure reasonable adjustments are made to give maximum access to school trips for disabled pupils by seeking advice</p> <p>Curriculum progress is tracked for all pupils with a disability and no SEN (long term)</p>		<p>Class teacher/INCo</p> <p>Subject leaders/INCo</p> <p>Deputy Head/Class teachers/INCo</p> <p>Class teachers/Subject leaders/INCo</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Advice from outside professionals on which size/background colour best.</p> <p>Source electronic copies of texts such as revision guides/reading books to allow us to modify</p> <p>Range of coloured overlays available to trial with pupils in INCO room.</p> <p>Ask parents about preferred formats for accessing information eg braille, font size, other languages.</p> <p>Translation service to be accessed through INTRAN</p> <p>Newsletters and website up to date</p>		<p>INCo/Class teacher</p> <p>Subject Leaders/Class teachers/INCo</p> <p>INCo</p> <p>All staff</p> <p>INCo</p> <p>Headteacher</p>	<p>✓ In place</p> <p>In place</p> <p>In place</p> <p>In place</p> <p>✓ Information shared on Noticeboard outside the KS2 entrance. Other ways of sharing</p>

	Information and Fliers sent by email/website and on notice board		Headteacher/Office staff	this information under review
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#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEN) policy / information report
- Supporting pupils with medical conditions policy
- Behaviour Policy