



## Antrobus St Mark's Church of England Primary School

# Accessibility Plan 2017-2020

**Presented to Staff and Governors:** January 2017 Updated 2021  
**Person Responsible:** Sandra Finney

**Date of Review:** January 2020

**Hand in hand with God, we live, love and learn together.**

Antrobus St Mark's is a Voluntary Aided Church of England School where every person:

- lives out Christian values
- is valued and respected as an individual
- is encouraged to achieve their potential
- belongs to a happy, caring and friendly school family.

Therefore becoming:

- Happy, independent and motivated children who achieve excellence and enjoyment.
- Confident and respectful young people with strong aspirations for their future.

## **Background**

*This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Antrobus St Mark's CE Primary School.*

This scheme incorporates the school's plans to increase access to education for disabled pupils, staff, parents and visitors.

## **Definition (Equality Act 2010)**

"A person has a disability 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 carry out normal day to day activities" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

### Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

## **Statement**

The school recognises and accepts the need to make all reasonable provisions for the admission of any prospective pupils who are disabled, any staff who are appointed, parents or any visitors to school. The school has or has had pupils who have Aspergers Syndrome, Dyslexia, Dyscalculia, Dyspraxia, Down's Syndrome, Attention Deficit Disorder, Oppositional Defiance disorder, diabetes and food allergies as well as those who have impairments in hearing, speech, sight and physical movement. Provision for these pupils has being made in terms of medication, resources, specialist support, teaching support, the physical environment, policy development, risk assessment, the allowance of extra time in examinations, and, where required, by the use of such aids

as laptop computers and specific software and resources. We have had children, parents and staff using crutches and staff with temporary disabilities. Adjustments have been made to the school environment to include these people. The school cooperates with parents in the administration of medication to those children with permanent medical conditions, such as asthma, whose education would be severely disrupted if it was not available at school. We undertake training to ensure we are fully competent to meet the needs of pupils with diabetes, furthermore, the school is willing to discuss the administration of medication to pupils who may require it from time to time e.g. after **illness**.

### **Provision**

The extent to which disabled pupils can participate in the school curriculum we consider:

- The impact the delivered curriculum has upon pupils with disabilities.
- The effectiveness of short term planning in identifying the range of reasonable adjustments being made.
- The appropriate deployment of adult and peer support and the effective training of adults involved.
- How the curriculum supports awareness of and positive attitudes towards, disability.
- Effective access to specialist advice and support.
- Resource development.
- Access for all in our monitoring and review cycle.

In improving the physical environment of the school we consider

- Improvements to or advice about lighting, signage, colour contrast, the acoustic environment, floor coverings
- Improvements to and provision of toilets, washing and changing facilities.
- The layout of the playground and other common areas.
- The provision of particular furniture and equipment to improve access.

### **Strategy**

As part of the school's disability equality scheme, the school has adopted the following approach:

- To carry out an audit of the accessibility of the school's physical environment in order to allow the free movement of disabled pupils around the school. The school will do everything possible within its budgeted resources to provide facilities. The annual audit of the physical environment will include a section on reducing an adverse impact on people with a disability. In addition, we complete risk assessments which will identify interim issues.
- To review the school's curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them.
- To recognise that making the school's premises, curriculum and admission procedures more accessible to disabled pupils is not enough in itself. The school must also ensure that the minds of all its staff are accessible to the individual needs of the disabled pupil. Therefore, the school recognises the importance of developing a culture in which both teaching and non-teaching staff conform to the spirit as well as the letter of the Act. Staff are supported by SENCO, external advisors and are helped in writing Pupils Profiles (replacing IEPs) to provide reasonable

adjustments and we have regular review meetings to evaluate the effectiveness of these adjustments. The school will consider the provision of disability awareness training within staff development programmes.

- Undertaken Inclusion training with particular reference to PE as part of our drive to improve provision for all pupils.
- In order to consider all the implications of an open access policy with regard to disabled policies, the curriculum committee will review the disability, inclusion, health and safety, SEN, and any other relevant policies as appropriate.
- This scheme will be reviewed bi-annually by Governors.
- The important content of school documentation complies with dyslexia friendly fonts and formats. We have notified parents that accessibility of text based resources can be provided, in different ways i.e. coloured paper etc. if we are notified.
- This scheme will be published on our website and all parents and community will be notified of its existence and have the opportunity to access a copy online or a paper version through school.

### Our audit

Disability is primarily associated with; P Physical impairment, S Sensory impairment, LD Learning difficulty. MC Medical condition, MI Mental illness, SpLD Dyslexia, ADHD, Dyspraxia, ASD, Tourettes, SEBD Social, emotional and behavioural difficulties, Sp&L Speech and Language Difficulties.

Disability	P	S	LD	MC	MI	SpLD	SEBD	Sp&L
Pupils	0	0	5	2 (food allergies and asthma recorded elsewhere)	0	0	2	2
Employees/ Volunteers	0	1	0	2	0	0	0	0
Parents/ Visitors (as we know)	1	0	0	0	1	0	0	0

**General targets:**

Action	Success criteria	Lead person	Timescale	Review
Collaborate with relevant personnel to agree action to support those in the school community with a disability in line with DDA duties.	Joint meetings arranged and attended where relevant	SAF/ MH/ RP	N/A when appropriate	As appropriate, annual if needed. <i>Meetings held to review EHC/ statement objectives and shared with LA. Meetings arranged to support pupils with additional needs on entry into school, liaising with necessary outside agencies and ensuring parents and pupils have a voice in this meeting.</i>
Increase knowledge of disability and disability legislation of lead person in order to facilitate the raising of the awareness of whole school regarding duties.	Disability awareness planned and delivered to lead person Disability awareness provided to whole school.	SAF/MH	when appropriate	Update any gaps in staff knowledge. <i>Staff meetings for staff and TAs held led by Maria Neville who worked for SEN team in CWAC when legislation and guidance changed re EHC plans and introduction of pupil profiles. (Summer term 2014)</i>
Establish a working party to develop involvement of those with disabilities within the school community and beyond.	2020 review to work with parents, Governors and school council	All stakeholders	2020	<i>Working party to be led by staff team.</i>
Undertake audit of school policies and procedures to establish baseline of present level of disability discrimination	Audit to be undertaken by staff. 2017	SAF/Staff	Annual audit	<i>As part of policy review cycle disability discrimination is always carefully considered. Pupils with disability are always considered at events such as sports day and their safety in and around school and on visits. We installed a grab rail for a child to access the toilets independently and also a strobe alarm in the hall which links to fire alarm system.</i>

Increase access to the curriculum	Discuss curriculum approaches and provision with subject leaders	All Staff	Annual review	Throughout creative curriculum <i>See above</i>
Agree and formalise systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates and report to Governors	Annual questionnaire	Communication committee / parent/ HT	As need arises.	Annual <i>Parent and pupil questionnaires seek the views of all stakeholders including those with disability. These views are shared on an annual basis with all staff and Governors through a Visioning Evening.</i>

### Improving Curriculum access

Target	Strategy	Outcome	Timeframe	Achievement/Outcome
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Academic year 2016/17	Increase in access to the National Curriculum
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 all current and future legislative requirements	Currently not a difficulty. Review where necessary.	Increase in access to all school activities for all disabled pupils - EVOLVE

Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Audit undertaken. Meets needs of current cohorts.	Increase in access to the National Curriculum Risk assessments of classrooms undertaken.
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	2016/17	Society will benefit by a more inclusive school and social environment

### Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing.	Delivery of information to disabled pupils improved

<p>Make available school brochures, school newsletters and other information for parents in alternative formats - when deemed necessary</p>	<p>Appropriate website and newsletter. Dyslexia friendly. Offer of large print / Braille etc. no picture etc. Parents have been notified in newsletter of the options.</p> <p>Periodically review school publications and promote the availability in different formats for those that require it.</p>	<p>All school information available for all</p>	<p>Ongoing. Note at bottom of newsletter and identified on transition or induction.</p>	<p>Delivery of school information to parents and the local community improved</p>
<p>Review documentation with a view of ensuring accessibility for pupils with visual impairment - when deemed necessary</p>	<p>Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.</p>	<p>All school information available for all</p>	<p>When necessary, not currently an issue and need to be current.</p>	<p>Delivery of school information to pupils &amp; parents with visual difficulties improved.</p>
<p>Raise the awareness of staff of the disabilities we have in school both among staff and pupils and the strategies needed to support their learning or working.</p>	<p>Arrange training courses where necessary.</p>	<p>Awareness of target group raised</p>	<p>Induction. Annual review of pupils in school and staff understanding of their disabilities.</p>	<p>School is more effective in meeting the needs of pupils.</p>

**Improving the Physical Access**



Item	Activity	Timescale

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.