

ST DAVID'S PRIMARY SCHOOL

A_{ccessibility} Plan

2019-2021



At St David's Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible child or adult here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

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 structured to complement and support the school's Equality Policy, and will similarly be published on the school website. We understand that MOD Schools 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.

Objectives

St David's 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.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The St David's 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 school 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 specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The St David's Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and members of the SGC on equality issues with reference to the Equality Act 2010.

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

- Positive Behaviour Policy
- Subject Policies
- Emergency Plan
- Health & Safety Policy and Procedures
- School Improvement Plan
- Inclusion Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School. 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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the SLT/SGC.

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

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The School Governance Committee (SGC)**
- **HeadTeacher**
- **InclusionLeader**
- **School BusinessManager**
- **SiteManager**

A plan of the school buildings showing areas of accessibility is available on request.

Legislation and guidance

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.

An Access Audit was carried out by the SENDCO and Site Manager

ACCESSIBILITYPLAN

Action Plan A – Improving PhysicalAccess

Ref	Objective	Action to be taken	TimeScale	Priority	DateCompleted	Responsibility
1	All corridors-all buildings	Keep all corridors clear of obstructions	Immediate	High	Ongoing	All staff
2	Disabled car parking	Ensure access to car parking is free of obstructions Ensure disabled access is communicated	Immediate	High		Site Supervisor

Action Plan B – Improving Curriculum Access

Ref	Objective	Action to be taken	TimeScale	Priority	DateCompleted	Responsibility
1	Maintain inclusive quality first wave teaching	SLT to monitor quality of teaching, planning and provision for SEND pupils	On going	High	Ongoing	SLT
2	Interventions	SENDCo to audit current interventions and their success/impact on progress. Provision mapping to be used	On going	High	Ongoing	SENDCo
3	Classrooms are organised to promote the participation and independence of all pupils	SLT to ensure that lessons are planned to meet the needs of all pupils in the school	Remove termly and annually	High	Ongoing	SLT
4	Staff training in supporting pupils with SEND- focus on the key areas of need within the school.	SENDCo to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	On going CPD report every term	High	Ongoing	SENDCo & Targeted Services
5	Parental and pupil feedback	Questionnaire to all parents and pupils with SEND	Termly and at the end of the year	Medium	Ongoing	SLT

6	Appropriate use of specialised equipment to benefit individual pupils and staff as part of DFS training	Make ipads, laptops available. Use sloping boards, adjustable tables for pupils with fatigue or physical disability. Use coloured overlays for pupils with visual difficulty	On going	Low	Ongoing	SENDCo
9	Ensure the school develops children's awareness of disability	Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light. Invite people with disabilities in to school	ongoing	Low	Ongoing	All staff

Action Plan C – Improving the Delivery of Written Information

Ref	Objective	Action to be taken	TimeScale	Priority	DateCompleted	Responsibility
1	Ensure parents/carers with visual disability have equal opportunity to access information from school	Highlight on school website to parents that documentation is available in larger print on request	Immediate	Medium	Ongoing	Administration
2	Improvements to assist parents/carers/ children and visitors with hearing loss	Ensure that all staff aware of any parents/carers/children and visitors with hearing loss are dealt with sensitively and spoken to clearly, facing them should lip reading be necessary. Use of text messages when appropriate	Immediate	Medium	Ongoing	All staff
3	Parents with EAL- School website- communications	Offer assistance for communications to our parents with EAL	Immediate	Medium	On-going	Administration

Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be approved and ratified by the SGC a minimum of every two years.

Links with other policies

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

Risk assessment policy;

Health and safety policy;

Special educational needs (SEND) information on website;

Supporting pupils with medical conditions policy.

SEND/Inclusion policy

Curriculum specific policies (such as Maths, English)

