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## Accessibility plan 2017 - 2020

### Arundel Church of England Primary School



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<b>Approved by:</b>	Mr Andrew Simpson	<b>Date:</b> 08/01/17
<b>Last reviewed on:</b>	September 2018	
<b>Next review due by:</b>	July 2020	



## **Purpose of the Plan**

The purpose of this plan is to show how Arundel Church of England Primary School intends, over time, to increase the accessibility of our school.

### **1. Aims**

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect and within the context of our vision and mission statement. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

### **2. Legal Background**

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.

### **Contextual Information**

The school consists of single storey buildings, which have some disabled facilities and toilets. Wheelchair access is available in the main building and the hall, and should it be needed (at present we have no wheelchair dependent pupils) modifications would be made to ensure accessibility to all school buildings and grounds.

### **3. Mission and Vision statement**

#### **MISSION STATEMENT OF OUR SCHOOL**

*We view each child as a gift from God. We aim to inspire, striving for the highest academic standards. Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We strive to develop their spiritual, moral, intellectual, social, emotional and physical abilities. We stress the development of each child as a unique person. We nurture them to become confident, caring, respectful and responsible members of our global society.*

September 2017

#### **VISION STATEMENT OF OUR SCHOOL**

"Love of God, Love of Neighbour, Love of Learning"

September 2017



#### 4. Action plan

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes.	<p>Increase confidence of all staff in differentiating the curriculum</p> <p>Use ICT software to support learning</p> <p>All educational visits to be accessible to all</p>	<p>Be aware of staff training needs on curriculum access Assign CPD for Dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation Online learning modules if Required.</p> <p>Make sure software installed where needed</p> <p>Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness</p>	<p>SENCO</p> <p>Curriculum Lead</p> <p>SLT</p> <p>As above</p> <p>As above</p>	<p>Dyslexia focus – ASD focus 2018 – 2017/18 Differentiation focus - 2018/19</p> <p>As required</p> <p>As required</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>Wider use of SEN resources in classrooms</p> <p>All pupils in school able to access all educational visits and take part in a range of activities</p>



<p>Improve and maintain access to the physical environment</p>	<p>Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.</p>	<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p>	<p>To create access plans for individual disabled pupils as part of the pupil passport process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Consider access needs during recruitment process</p>	<p>SLT and SENCO Team</p>	<p>As required</p> <p>Induction and on-going if required</p>	<p>Pupil Passports in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
<p>Improve the delivery of written information to pupils</p>	<p>This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.</p>	<p>Review information to parents/carers to ensure it is accessible.</p> <p>Improve the delivery of information in writing in an appropriate format</p> <p>Ensure all staff are aware of guidance on accessible formats</p> <p>Provide information in other languages for pupils or prospective pupils</p>	<p>Provide information and letters in clear print in "simple" English</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment</p>	<p>SENCO SBM</p> <p>Office staff</p>	<p>As soon as possible and when required.</p>	<p>All parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p> <p>Excellent communication.</p> <p>Ongoing appropriate use of resources</p> <p>Staff produce their own</p>



			<p>Guidance to staff on dyslexia and accessible information</p> <p>Access to translators, sign language interpreters to be considered and offered if possible</p>			<p>information</p> <p>Pupils and/or parents feel supported and included</p>
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**5. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

**6. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



## 7. Accessibility audit

<b>Feature</b> <i>For example:</i>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys	Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors As required  Access for all	Head/ Governors/  SBM/  School Premises Officer	By 2020, when funds allow
Parking bays	No parking bays for disabled staff/visitors	New car park to be marked including disabled bay		By 2020, when funds allow
Toilets	Toilet needs to be improved for disabled access	Widen the door and change the door opening.	SBM	By 2020, when funds allow
Reception area	Ensure access to reception area for all	Make repairs to allow entry for wheel chair users .  Disabled parents/carers/ visitors feel welcome	Headteacher	By 2020, when funds allow
Internal signage	Improve external and internal environment access for visually impaired people	Renew yellow (from white) strip mark step edges  Regularly replace broken blinds in classrooms and other spaces .	SENCO SBM	By 2020, when funds allow



		On going and as required		
Emergency escape routes	Ensure all disabled pupils can be safely evacuated All disabled pupils and staff working alongside are safe in the event of a fire	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils As required	As above	As above