

St Anne's C of E (A) Primary School



Accessibility Plan

Our Vision:

'Let all that you do be done in Love' 1 Corinthians 16:14

St Anne's strives to *'develop the whole child, spiritually, mentally and physically* by helping pupils to:

Love God

Love learning and

Love themselves and others

in a caring, Christian environment through close links to the Church and community.

Safeguarding Statement

At St Anne's C of E (A) Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Anne's C of E (A) Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

St Anne's C of E (A) Accessibility Plan

This 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 April 2019 – April 2021.

2. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. St Anne's plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Maintain access to the physical environment of the school, adding specialist facilities as necessary. Continue to provide an accessible physical environment and physical aids to access education.
- 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 the DDA). 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Professional Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Prospectus and Mission Statement

□ Teaching and Learning Policy

8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority.

9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

10. The School website will make reference to this Accessibility Plan.

11. The School's complaints procedure covers the Accessibility Plan.

12. The Plan will be monitored through the Strategic Development and Pupils' Committee of the Governors.

13. St Anne's will work in partnership with the local education authority in developing and implementing this plan and will adopt in principle the "North Nottinghamshire Accessibility Strategy".

14. The Plan will be monitored by Ofsted as part of their inspection cycle.

This accessibility plan acknowledges matters of:

Physical Access

- Safe access and exit for all

Access to information

- On line access
- Community access
- Out of hours access
- Access to services / support elsewhere in the community

Access to the curriculum

- School based curriculum
- Out of hours curriculum including school visits and residential visits

Physical Access: Safe Access and Exit for all

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Access: To be aware of the access needs of all children, staff, governors and parents/carers	Gather data around access needs at the point when a child begins at the school Create access plans for individuals as required	Annually or as required	Office Manager in partnership with Reception team.	Individual, relevant and current information is gathered and shared as required so that all needs are met.
	Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	September (annually)	HT and Inclusion Manager	
Ensure all staff & governors and other volunteers / visitors to the school are aware of	Include the accessibility plan as part of induction	As required	HT/SBM	

access issues				
Ensure everyone has access	Ensure that nothing is preventing access for all	Daily check to ensure the area in clear of obstructions	School caretaker, HT and Admin staff	All visitors feel welcome.
Maintain safe access for all	Check exterior lighting is working on a regular basis	Ongoing checks – 3 monthly	School caretaker, SBM, HT	Everyone feels safe and can gain access safely into the school grounds
Exits: Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils.	As required	HT and Inclusion Manager	All pupils and staff working with them are safe in the event of an evacuation.
Ensure that the school passes it's Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced.	Ensure staff are fully trained and aware of their duties.	Daily	All staff/Headteacher	All personnel and pupils have safe independent exits from school
Ensure accessibility of access to ICT equipment	Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils.	Ongoing and as required	Time, funding if needed, software may be required	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Liaise with LA Hearing Impaired team on the appropriate equipment	As required	Time	All children have access to the equipment

Online and community access

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Website is compliant with statutory regulations.	Annual Website audit by governors fed back and actioned by staff responsible.	Annual check by SDC governors Standard item at SDC once per term	SDC and HT HT / SBM	Compliant website
Allow community access to school IT equipment under supervision and upon request.	Advertise the use of the IT area on the newsletter.	Once per term on newsletter	HT / Office Manager	Fair access opportunities
Provide links to local community access upon request via the school offices	Use the school website to advertise local groups	Ongoing	HT / Office Manager	Fair access opportunities

School based curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Curriculum adjustments ensure fair access for all.	Consider the needs of all pupils in the class when planning lessons adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc... - With consideration for those children with general and specific learning difficulties	As required in response to pupil need	HT and all staff	All pupils access fully the curriculum provided Structured conversations as appropriate between parents and carers.
Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. TA to administer specific programme as required through liaison with Speech Therapy Service.	As required in response to pupil need	Inclusion Manager	Progress confirmed by observations and formal assessment by link outside agency.

Ensure teaching and learning methods and environment support children with hearing impairment	Quiet classroom, front facing to the teacher, clear enunciation. TA to support following guidance from Auditory Support Service.	As required in response to pupil need	Inclusion Manager	Progress confirmed by observations and formal assessment by link outside agency
Ensure teaching and learning methods and environment support children with visual impairment	Child faces board, glasses worn. Modified print.	As required in response to pupil need	Inclusion Manager	Progress confirmed by observations and formal assessment by link outside agency
Ensure teaching and learning methods and environment support children with impaired mobility(not wheelchair user)	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Walking rule in school.	TA support as required e.g splints	Inclusion Manager in consultation with outside agencies	Children are able to access all activities.
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in school.	TA support as required	Inclusion Manager in consultation with outside agencies	Children are able to access all activities.
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	Layout of classroom, link adult, time out activities and cool down space.	TA as required. Support from play therapist. Visual timetable. Lear targets	Liaison with Inclusion Manager incorporating guidance from Lead Behaviour training.	Progress confirmed by teacher assessment and achieving targets.
Ensure teaching and learning methods and environment support children with diagnosed medical conditions eg asthma, allergies	Accessibility of medication. Awareness of staff when planning D/T Science activities.	Awareness for the subject specific lessons and PE.	Classteacher in partnership with Inclusion Manager	Children able to access the activities.
Necessary provision is in	Pre preparation meeting s with	As required in	HT and all staff	All pupils access fully the curriculum provided

place to allow all pupils to access extra-curricular opportunities	parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc...	response to pupil need		
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Improving the delivery of written information to disabled pupils

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in simple English. Support and help parents to access information and complete school forms.	Ongoing	Office Team, Headteacher, classteachers	All parents/carers receive information in a form that they can access.
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	As above	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	Inclusion Manager	Staff produce their own information
Languages other than English to be visible in school	Some welcome signs to be multi lingual	Ongoing	Inclusion Manager	Confidence of parents to access their child's education
Provide information in other languages or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	Inclusion Manager	Pupils and/or parents feel supported and included.
Provide information in simple language, symbols, large print for prospective pupils or their parents/carers who may have difficulty with standard print	Ensure the website is compliant with requirement for access by person with visual impairment Ensure prospectus is available via the school website	Ongoing	Office staff, Headteacher, Classteachers	All can access information about the school

April 2019

Signed: