

St Botolph's C of E Primary School

Accessibility Plan

Isaiah 40:31

Those who trust in the Lord will find new strength. They will soar high on wings like eagles. They will run and not grow weary. They will walk and not faint.



**Celebrating Faith,
Learning and Success**

Approved by: Governing Body

Date: October 25

Next review due by: Autumn 28.

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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. This involves providing access and opportunities for all pupils without discrimination of any kind.

Inclusion and Equality Statement

St Botolph's Church of England Primary School is committed to ensuring equality of provision throughout the schools' communities. To achieve this, our equality objectives are as follows:

- To ensure all pupils in the school receive learning experiences which will enable them to achieve their potential and enrich their lives.
- To welcome and treat every member of the school as an individual.

- To encourage pupils to become responsible and independent while preparing them for their role in a wider social context.
- To reduce prejudice and increase understanding of equality and diversity within the school and promote within the wider community.
- To promote spiritual, moral, social and cultural development and understanding through a rich range of experiences both in and beyond the school.

Introduction

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Our Accessibility Plan has been created based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes. The Accessibility Plan is structured to complement and support the school's equality objectives and will be published on the school's website.

We are committed to providing an environment that enables full curriculum access and values 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. Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; 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 provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The plan will be made available online on the school website, and paper copies are available upon request.

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

We have included a range of stakeholders in the development of this accessibility plan.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Audit

	Question	Yes ✓	Detail	No ✓	Detail
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	✓	Wide corridors that are tidy.		Some classrooms are not as accessible as others due to their shape – e.g. Year 3 and UKS2. New classrooms such as Y4/KSS1 are more accessible.
2	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	✓	Ramps at front and rear of the school to enable access, other ground level access points.		No ramp to KS1 playground but can access from the hall entrance.
3	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	✓	Lights flash and siren sounds – serviced each year.		
4	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	✓	Disabled toilet near staff room, also has shower facility if needed.		Early Years changing facilities could be improved to support children with additional changing needs.
5	Are calm low sensory areas available in the setting?	✓	Kingfisher room		
6	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?			Physical ✓	We wouldn't be able to use some classrooms but could move year

					groups around so that needs accommodated for wheelchairs.
7	Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?	✓	School is tidy and clutter in most places is minimal.		
8	Is furniture and equipment selected, adjusted and located appropriately?	✓	Wherever possible		
9	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?	✓	See corridor areas KS1		
10	Parking Bays	✓	There are several parking bays for those with disability both in the staff and visitor carpark. We also allow some families to come into the staff car park to support additional needs.	Physical ✓	
11	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.	✓	Improving in classrooms for pictorial representation. Mobile PECs and communication boards provided for some learners.		No Braille as yet but would if needed. Site manager can transcribe and read Braille.
13	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?			✓	RNIB assessment when needed.
14	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc?	✓	First aid room		Could do with an area in EYFS.

Action plan

Aim Develop and maintain access to the physical school environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps at the front office entrance and at the rear of the school • Corridor width • Tidy environments • Disabled parking bays • Disabled toilets		
Target	Tasks	Timescale	Success criteria
To be aware of the access needs of disabled children, staff, governors and parents/ carers	• Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') • Consult with children about their access to rooms and spaces. • Create plans for access for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Make sure staff, governors and parents can access areas of school used for meetings • Provide reminders to parents and carers through newsletter to let us know if they have problems with access to areas of school • Prepare a PEEP (Personal Emergency Evacuation Plan) and review it if someone at school (pupil or adult) becomes physically impaired. • Provide a quiet changing space to provide dignity for children being changed in Early Years.	Ongoing	• SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have access to all areas of school • PEEPs are prepared and reviewed as individual needs change • Children are provided with dignity while their needs are met.

Maintain safety for visually impaired people.	• Wide tidy corridors • Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges • Check exterior lighting is working on a regular basis • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate • Check flashing beacons that signal fire alarm activation regularly • Improve signage around school including visual clues to aid visually impaired. • Add a colour contrast to the flooring in front of the reception desk and highlighted edges in classrooms where visually impaired learners are taught	Ongoing	Better site accessibility for the visually impaired.
Improve access to all rooms for wheelchair users.	• When internal doors are replaced, it will be considered whether these need replacing with doors that are accessible for wheelchair users	September 25 onwards.	More of the site is accessible for wheelchair users.

Aims Increase access to the curriculum for pupils with a disability including the delivery of information.	Staff are welcoming and happy to invite parents and visitors into school in relation to SEND Our school uses a range of communication methods to ensure information is accessible. This would include where necessary: • Internal signage • Large print resources • Translated text This always includes in every classroom • Pictorial or symbolic representations is used for visual timetables for all learners Our school offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully where possible. • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set in consultation with the SENDCo and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils		
Target	Tasks	Timescale	Success criteria
Children on SEND register to have full access to challenging learning.	Scaffolds including the use of IT are used to support learning – these increase independence.	Ongoing	Children feel they can access challenging work – shown in pupil voice activities.

Ensure the children with additional needs can access the resources in their classroom. Ensure that we use resources tailored to the needs of pupils who require support to access the curriculum	Ensure signage is suitable for non-readers and is clear and well placed. Arrange training to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs Use pictures or symbols to label trays and places where resources are stored. Develop curricular resources and approaches that provide equal access to the curriculum.	September 2025 for external signage Sept 2022 – training Ongoing Ongoing	Classrooms are ‘communication friendly’ easy for any child to navigate. Increased signage in school. Further signage to be implemented related to specific needs as appropriate. Children with a disability are able to access the curriculum and achieve well
Information can be provided in alternative formats.	The school will make itself aware of the services available through its LA for converting written information into alternative formats.	Ongoing.	If needed the school can provide written information in alternative formats. Delivery of information to disabled pupils improved
Only school visits that are accessible to all pupils will be considered each time.	• Ensure venues and means of transport are vetted for suitability • Identify the staff ratio and roles necessary for each trip • Seek out guidance on making trips accessible	Ongoing and as required	Disabled children feel able to participate equally in school trips and visits.
Ensure equal access to lunchtime and other school activities including pupil forums and community roles e.g., school council, school ambassadors etc.	• Discuss with staff who run out of school clubs, and people running other clubs after school. • Support would need to be available – especially after school – consider personnel	Where required.	Disabled children feel able to participate equally in extra-curricular activities.

Curriculum and learning resources represent disabled members of society	• Staff to ensure that disabled member of society are represented in learning materials • Assemblies to include positive disabled role models for each value reflected upon • Newsletters to the school community highlight positive disabled role models	Ongoing	Curricular resources are representative and include examples of people with disabilities.
Ensure staff are trained to meet the needs of learners in their class.	• Practice from communication friendly classrooms training is embedded and a refresher session provided as necessary. • Non-verbal pupils training is provided • An autism champion is a well-trained member of the school who supports teachers and adults working with children with ASD	Ongoing	Raised confidence of staff Staff able to work with increased knowledge and provide appropriate resources for pupils.

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