

Sabden Primary School

Accessibility Plan 2022 - 2025

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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.

The policy outlines the commitment of the staff, pupils and governors of Sabden Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers, which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

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.

As a maintained Primary School we work closely with Lancashire County Council and adopt their policies and guidelines.

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 and Lancashire County Council

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 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.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided. On transition we liaise with pre-school settings and previous schools to gain information regarding any health or disability needs. Parents are asked to complete/ update a pupil health questionnaire annually and health care plans are completed if a health condition requires it.

We support children with any special needs, including disabilities according to their need, the requirements of any Education Health Care Plan, or act upon medical and specialist advice.

Physical Environment

The playground and Early Years classroom (Nursery and Reception) is only accessible via a set of steps outside and therefore access is limited to those with mobility issues. The steps are painted regularly with yellow edge markings and a double bannister has been fitted on both sides of the steps.

The main school building (school office, Year 1 – 6 classrooms, school hall, kitchen, etc.) is accessible. There is a ramp from the main secure gate to the main building which is all on one level. A disabled toilet is accessible but is shared by staff and visitors to the school.

Disabled pupils are able to participate in extra-curricular activities. Some aspects of extracurricular activities may present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical

impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication can be made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information can be provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit

The main school is housed in a single storey building apart from some staff facilities in the 'attic room'. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and is accessible to wheelchair users. The school has 3 car parking spaces and does not have a dedicated disabled parking bay. Parking at school and within the village in general is difficult and visitors to the school have to use on-street parking, however suitable arrangements can be made for disabled visitors when appropriate. There is a disabled toilet facility available in our buildings. This is fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes which are clearly marked. Personalised evacuation plans (PEP's) are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Headteacher/ SENDCo work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.

- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. If the complaint is against the Headteacher then any formal complaint should be made to the Chair of the Governing Body but it is hoped that any issues would try to be resolved before this stage.

The school's complaints procedure is published on the website and a copy held in the school office.

4. 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

5. Links with other policies

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

- Behaviour Policy
- Curriculum Policy
- Lancashire and Săbden Primary Local Offers
- Health and Safety Policy
- Single Equalities Policy
- Special Educational Needs Policy
- Supporting Pupils with Medical Needs Policy
- Medicines Policy
- Equality Act
- SEN Information Report

Reviewed: September 2022

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	Senco	Termly meetings with parents/carers – Termly consultations ILP / Annual Review meetings with SENCo Stay and Learn sessions	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	Senco/ School nurse	Epipen training Intimate care policy and trained staff Training from SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team Access to courses, CPD Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.	Training time TA time allocated	In place and ongoing: Epipen Training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Senco	Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys,	Specific apps to support learning on ipads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual learners	Senco/KB	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills through Dance Mat touch type Programme Use of access arrangements for assessment/National tests	Speech therapist Occupational therapy/Sensory	In place and ongoing	Needs of all learners met enabling positive outcomes

Improve educational experiences for visually impaired pupils.	Head/ SENCO/ Teachers	Consult QTVI team for support Use of magnifiers, braille keyboard/ enlarged reading materials etc as required based on identified needs Arrange meeting with VI specialist teacher Arrange environmental audit Arrange pupil assessment Gather evidence and organise possible EHCP Arrange CPD for staff re; visual impairment	Cost of equipment Cost of works to environment Cost of CPD	In place and ongoing	Teaching aids, white boards etc more easily seen and learning experiences of pupils enhanced.
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All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Senco/ Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
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2. Improving Physical Environment

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Access into and around school and reception to be fully compliant	Head	Designated disabled parking Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Improvements to help the visually impaired	Head	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable	Cost of materials and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improve signage to indicate access routes around school	Head	Signs indicate disabled parking bay and wheelchair friendly routes around	Cost of signs	Ongoing	People aware of wheelchair access

Maintain safe access around exterior of school	Head	Ensure pathways are kept clear of vegetation, debris	Costs of grounds maintenance/ site supervisor/ handyman	In place and ongoing	People with disabilities can move unhindered along exterior pathways
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3. Improve the Delivery of Written Information					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative forms	Office/ Head/ Senco	Newsletter emailed to parents Improve availability of information for parents – display appropriate leaflets for parents to collect/ view Key content published on website Provide translated documents where able/ appropriate	Communication programmes/ translation services/ adaptation	In place and ongoing	All parents/ carers will be up to date and well informed of school information.
Ensure documents are accessible for any pupils with visual impairment	Teacher/ Senco	Seek and act upon advice from sensory support on individual requirements	Loan/ purchase costs of magnifier or other specialist equipment	In place and ongoing	Pupils able to access all school documentation.