

## **St Giles CE Primary School Accessibility Plan 2015 – 2018**

Under the Equality Act 2010, Schedule 10 (Accessibility for Disabled pupils) schools should have an Accessibility Plan. 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, 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 listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Giles Primary school the Plan will form part of the Premises Committee's responsibility.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (specifically Schedule 10 regarding Accessibility).

St Giles 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 Plan shows how access is to be improved for disabled pupils, staff and visitors to the school, within a given time frame and anticipating the need to make adjustments to accommodate their needs, where reasonably practicable. This might involve the consideration of access to Sycamore class for a disabled pupil.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability to ensure that such pupils are as equally prepared for life as are the able-bodied pupils. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits.
- Improve and maintain access to the physical environment of the school.
- Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

This Plan should be read in conjunction with the following school policy documents:

Equality Plan  
Positive Behaviour Policy  
Curriculum Policies  
Health and Safety Policy  
School Prospectus  
Special Educational Needs Policy  
The Local Offer  
School Development Plan  
Equal Opportunities Policy

November 2015

Review date: October 2017

### **Aims and Objectives**

- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of written information to pupils

We aim to ask about any disabilities or health conditions in early communications with new parents and carers.

### **Access Audit**

The school is a two storey building with wide corridors and several access points from outside. The Reception / Year One Class is on the ground floor with direct level access to the outside a separate outdoor play area. There is level access from the main entrance to the Year 1 / 2 Class, Year 4 / 5 Class and Year 5 / 6 Class. Access to the hall from these classrooms involves a set of six stairs.

Year 2 / 3 Class is upstairs with no lift to access.

On site car parking for staff and visitors includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and the front door and hall doors have wide doors fitted.

There is a disabled toilet near the school hall and on the same floor as three entry doors. This toilet is fitted with a handrail and pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

## 1) Access to the Curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To liaise with the local pre-schools to review potential intake each September	To identify pupils who may need special provision	On-going	EYFS teacher and SENCO and Head	School is aware of any children due to start school who may have additional needs
When statutory policies are reviewed to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	On-going	Headteacher and governors	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents and outside agencies for pupils with on-going additional needs.	To ensure collaboration between all key personnel	On-going As required	SENCO / class teacher	Personalised plans are in place for any disabled pupils, and all staff are aware of pupils' needs.
Ensure support staff have specific training on accessibility issues	Identify training needs at regular meetings	On going	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of individual assessment plans for disabled children when appropriate. Share information with all agencies involved with each child	Ongoing	SENCO	All staff are aware of individuals' needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports		SENCO & PE co-ordinator	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews		SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Support would have to be available – especially after school.	As required	Headteacher / SENCO / staff running after school clubs	Disabled children feel able to participate equally in out of school activities.

## 2) Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve the physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site.	On going	Premises and Health and Safety Sub-committee	All newly refurbished areas are designed with accessibility in mind.
To enable physically disabled drivers to park immediately outside the school			Headteacher and Premises and Health and Safety Sub-committee	A designated space is allocated for disabled drivers
Ensure everyone has access to the main reception area	Ensure that access is facilitated for all visitors including those with particular mobility or sensory impairment needs.	On going	Headteacher and Premises Manager	All access routes are clear and accessible
Disabled access route is clearly marked from the outside of the building	New signage purchased and instated		Headteacher, Premises Manager Premises and Health and Safety Sub-committee	Disabled access is clearly marked.  Disabled parents / carers / visitors feel welcome.
All external areas of the school are clearly lit at night			Headteacher, Premises Manager	All external areas of school are clearly lit at night
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils/ staff.  b) Ensure all staff are aware of their responsibilities in evacuation by being aware of all individual needs	On going	Headteacher, Premises Manager, SENCO  Headteacher to remind staff. Check during fire drills	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.
Ensure that the fire exits around school are kept clear	Ensure staff are aware of need to keep fire exits clear.	On going	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

### 3) Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Inclusive discussion of access admission procedures  Awareness of access needs of the parent /carer prior to and during the child's time in school	Establish and facilitate preferred formats for accessing information	Annually	SENCO / Headteacher / Class teachers	Staff are more aware of preferred methods of communication, and parents feel included.