



SS Simon and Jude CE Primary School **ACCESSIBILITY PLAN**

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils. Our previous plans were incorporated into a Valuing Diversity Scheme and this plan will build on those foundations. This access plan includes data and consultation from this scheme where it continues to be relevant.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. This plan will be reviewed in consultation with:

- school council
- parents/carers
- staff
- governors
- external partners

The mission statement for our school is **SECURITY, EQUALITY AND POSITIVE LEARNING**. This encompasses all children and adults, whatever their learning, cultural, physical or emotional needs may be.

The agreed definition of disability, supported by the Disability Rights Commission, is:

'A person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out day to day activities. It covers physical or mental impairments, which includes sensory impairments such as those affecting sight or hearing. The term mental impairment is intended to cover a wide range of impairments relating to mental function, including what are often known as learning disabilities.'

(From the Disability Equality Guidance document)



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Planning Duty 1:

Increasing the extent to which disabled pupils can participate in the school curriculum.

We will continue to:

- Provide INSET/staff training and to ensure all pupils within each lesson are able to access the content through appropriate differentiation and access strategies.
- Audit resources within each curriculum area to support colleagues in delivering high quality, lessons to meet the needs of all pupils.
- Work closely with the SENCO to monitor provision for pupils with additional needs.
- Develop close working relationships between support staff and class teachers to ensure that support is fully utilised.
- Ensure equal access for pupils with additional needs to access clubs, school visits and extra-curricular activities with considerations made for pupils when planning trips and completing risk assessments.
- Ensure pupils feel fully supported and included within the school through close links with parents and external agencies.

In this school we have a range of pupils who are able to function in mainstream school only with support from others. These range from moderate learning difficulties (MLD) to children with physical difficulties such as visual and hearing impairment.

We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- A differentiated curriculum
- A range of support staff including trained teaching assistants
- Multi media activities to support most curriculum areas
- Use of interactive ICT equipment
- Specific equipment sourced from occupational therapy or other agencies
- Close liaison with relative outside agencies
- Close liaison with parents

The vast majority of our children who have Special Educational Needs come under the heading of 'learning difficulties.'

We currently have in school several children with hearing impairment and/or visual impairment. We also have one child with a range of physical difficulties and we work closely with external agencies to support children with hearing impairment, visual impairment, speech and language difficulties.

We also work closely with occupational therapists, educational psychologist, school nurse and behaviour support as required .

On entry to school all parents fill in a medical form highlighting any medical issues and physical limitations. When appointing staff, disabled applicants are automatically given an interview. Where possible, the school accommodates the needs of pupils and staff and IEPs, risk assessments and/or PEPs are written to identify measures in place to support and avoid potential risks. This includes addressing problems such as allergies, severe asthma, haemophilia and other medical conditions.

All parents have entrance to the school on the ground floor which is accessed by a flat entrance. Regular parents meetings are held throughout the year at which time any issues regarding disability can be discussed. All parents know they are welcome to come into school at any time to discuss any changes or issues that arise regarding their child. The parental



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questionnaire allows for parents to comment specifically if they feel there are areas we can improve our provision

Planning Duty 2:

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

In this school we have lowered the ceilings and partly carpeted the classrooms to reduce noise levels and to improve the acoustics for all children. Most corridors are carpeted and most classroom areas are carpeted. The lighting all around the school has been updated to ensure lighting is uplit. All classrooms has been fitted with Smart Boards and an upgrade programme to touch TVs with higher resolution viewing is underway. Tablets and laptops are readily available for pupils to support learning and to make activities more accessible e.g. through recording sounds/videos.

Handrails are fitted to the steps in the rear playground the fire alarms have been improved to ensure they can be heard clearly in all areas of school.

SS Simon and Jude primary school is a 50 year old building and as such presents a number of difficulties for physical access. The school is on three floors with additional mezzanine levels and the site slopes making the front elevation lower than the rear. The ground floor is accessible in parts but there are steps up to the main dining hall. There is a disabled toilet in the ground floor community room with shower facilities. The school has added a lift to the dining hall and KS2 level, where there is a second disabled toilet.

The KS2 Playground is some 4m lower than the classrooms and accesses by a number of staircases. Although access to the playground is possible for disabled pupils via ramped access around the front of school it is not ideal. The governors have looked in the past at possible solutions, but due to the location and stability of the site there does not appear to be a practical solution to this issue.

Planning Duty 3

Improving the delivery of information to disabled pupils (and parents)

We will continue to

- Provide written materials in alternative formats as requested
- Provide School policies on tape as required.
- Hearing loop now available at reception desk and in the school hall for visitors with a hearing disability

Links

- Valuing Diversity Policy
- Curriculum Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Equality Scheme
- Asset Management Reports



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Action Plan

Possible areas to be improved within the limitations of this building are outlined below:

Action

Paint the fronts of all the steps with a bright paint/tape to make them more visible;

Ensure anyone with a specific need related to evacuation procedures has a PEP in place, including people with hearing impairments;

Continue to revisit access to KS2 playground in light of new building techniques that would provide a cost effective and practical solution.

Success Criteria

Clear demarcation of steps around the building.

Clear procedures in place and understood by all relevant staff/pupils/parents.