

Two Village C of E Primary School



Accessibility Plan

Contents

| | |
|---------------------------------------|---|
| 1. Aims..... | 3 |
| 2. Legislation and guidance..... | 3 |
| 3. Action plan | 4 |
| 4. Monitoring arrangements..... | 7 |
| 5. Links with other policies..... | 7 |
| Appendix 1: Accessibility audit | 8 |

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

At Two Village C of E Primary School we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are 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. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

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.

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

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.

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

3. Action plan

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

School Premises

| Objective | Strategies | Outcome | Person responsible | Timescale |
|---|--|---|--|--|
| Ensure that individuals with a disability can be safely evacuated from the school | <p>Conduct regular Fire Risk Assessments and Fire Marshall Checks to ensure that fire exits are clearly accessible and meet the needs of individuals with a disability.</p> <p>Evacuation procedures are outlined on pupils' PEEPS (Personal Emergency Evacuation Plans) and reviewed at every One Plan meeting to ensure that staff and pupils are aware of their responsibility during an evacuation of the school building.</p> | All children and staff who support them are able to leave the building during an emergency evacuation safely. | <p>Headteacher Fire Marshalls</p> <p>Class teachers with pupils who require a PEEP</p> | <p>Ongoing</p> <p>By the end of the Summer Term 2018 for new children starting in September.</p> <p>PEEPS to be in place for children who join the school after this date.</p> |
| Provide a sensory area for pupils who require sensory breaks throughout the day | A sensory room will be developed for pupils to use. | Children with sensory needs will have their needs met while they are at school. | SENCo | September 2018 |

Curriculum Access

| Objective | Strategies | Outcome | Person responsible | Timescale |
|--|--|--|--|----------------|
| Ensure that there are reading materials available for pupils with a visual impairment | Purchase necessary equipment to enable pupils with a visual impairment to read existing school reading books and other classroom resources through enlarging or use of coloured overlays/paper. | All pupils with a visual impairment are able to access reading materials that other pupils are using in school. | SENCo | September 2018 |
| Ensure that children with disabilities and SEN have access to educational visits and extra-curricular activities | <p>All off site visits are assessed to ensure that they are accessible for all pupils prior to booking.</p> <p>Health Care Plans are in place that show special requirements for pupils during off site visits.</p> <p>Meetings are held with the pupil and parents before any visits to discuss the pupil's needs to ensure that they can take part in the visit/activity fully.</p> <p>Individual risk assessments are completed for pupils and attached to the Essex EVOLVE risk assessment used by the school.</p> | All children with disabilities and SEN are able to attend any educational visits or extra-curricular activities provided by the school. | <p>Headteacher/Class Teachers</p> <p>Class Teachers/SENCo</p> <p>Class Teacher/SENCo</p> | Ongoing |
| Teachers and non-teaching staff have necessary training to teach and support pupils | Needs analysis of training required for staff and training organized as necessary | Staff are trained and are able to successfully support the children who they are working with. This will have a positive impact on pupils' | SENCo/Headteacher | Ongoing |

| | | | | |
|--|---|--|---|---------|
| | | learning. Governors aware of the needs of our disabled pupils | | |
| Raise awareness of disabilities and equality through our curriculum | Promote disability equality through PSHE lessons, assemblies, membership of the Multi Schools Council, links to the school values and celebrating difference | Increased whole school awareness of disabilities and equality. | All staff | Ongoing |
| Ensure that all interventions used to support pupils' learning are suitable and are having a positive impact on pupils' learning | Evidence-based interventions are used whenever possible. Training is provided for staff on specific interventions used within school. Regular evaluations of interventions take place. Teachers and teaching assistants record progress on intervention records and the SENCo reviews assessment information alongside these to evaluate the success of interventions used. | All pupils take part in interventions that have a positive impact on their learning. | SENCo Teachers and Teaching Assistants | Ongoing |

School Communication

| Objective | Strategies | Outcome | Person responsible | Timescale |
|--|--|---|----------------------------|---------------------|
| To ensure that all parents are able to access information provided by the school | The school will convert written information into alternative formats as required e.g. large print, different language, seeking support from relevant services as required. | All parents are able to read and understand any information sent home by the school. Forms sent home are correctly completed | Headteacher/Office Manager | Ongoing as required |

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:

- Health and Safety Policy
- Equality Information and Objectives statement
- Special Educational Needs (SEN) Information Report
- Supporting Pupils with Medical Conditions Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- Critical Incident Management Plan
- School Improvement Plan
- Special Educational Needs Policy

Approved by governors: July 2018

Review Date: July 2021

Appendix 1: Accessibility Audit

| Feature | Description | Actions to be taken | Person responsible | Timescale |
|-------------------|---|---|--------------------|-----------|
| Number of storeys | The school is one storey and there are no stairs/steps to any areas. | None | NA | NA |
| Corridor access | Corridors throughout the school are wide and can be accessed easily. There are a number of double doors between corridors which are quite heavy but handles are accessible. | Ensure all corridors are kept clear and entrances/exits are not blocked. Staff to be regularly reminded about this during meetings/briefings. | Headteacher | Ongoing |
| Parking bays | There are two disabled parking bays within the staff car park and one in the car park outside the school gate (in the nursery car park). | Remind staff/parents regularly where disabled parking bays are and ask them not to park in these unless they are disabled – staff meetings, memos, newsletters. | Headteacher | Ongoing |
| Entrances | There are no steps to entrances and all entrances to the school building have wide doors. The majority of external doors are double doors. | None | NA | NA |
| Ramps | There are no ramps as there are no steps to any rooms within the school. | None | NA | NA |
| Toilets | The school has three disabled toilets. Two of these have showers. One is within the Early Years classroom, one is in the Key Stage 1 area (no shower) and | None | NA | NA |

| | | | | |
|-------------------------|---|--|---|--|
| | the other is located in the Key Stage 2/atrium area. | | | |
| Reception area | The reception area has recently been divided into two halves with doors between each half. Each half is big enough to accommodate a wheelchair and has seating. | Ensure that there is minimal furniture in the entrance area and waiting area so that there is space for a wheelchair. | Headteacher/Office Manager | July 2018 |
| Internal signage | Internal signage is largely pictorial of a good size | None | NA | NA |
| Emergency escape routes | Every room has an emergency escape route with double doors. These are easily accessible for the majority of pupils and staff but would be more difficult for someone with a disability to access in an emergency due to classroom furniture | <p>Organisation of classroom furniture/seating plans to be reviewed when a pupil or member of staff joins the school to enable easy access to emergency escape routes.</p> <p>All staff and pupils who may require support to exit the school due to a disability or special educational need, to have an up to date PEEP (Personal Emergency Evacuation Plan) in place.</p> | <p>Headteacher</p> <p>Headteacher/Class Teacher/SENCo</p> | <p>As required</p> <p>By the end of the Summer Term and then ongoing</p> |