

# Sytchampton Endowed Primary School

## Accessibility Plan and Policy

Signed by:

Headteacher

Date:

\_\_\_\_\_

\_\_\_\_\_

Chair of Governors

Date:

\_\_\_\_\_

\_\_\_\_\_

Review date:      October 2021

\_\_\_\_\_

Sytchampton Endowed Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

### **The purpose of the Plan**

The purpose of this plan is to show how Sytchampton Endowed Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 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 means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of 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.

### **Definition of Disability**

A person has a disability 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 carry out normal day-to-day activities.

### **What will the Accessibility plan do?**

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEND Policy, both of which can be accessed via our website.
2. Sytchampton Endowed 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 educational, 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.
3. The Sytchampton Endowed Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life

as are the able-bodied pupils. This encompasses 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 the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve and maintain access to the physical environment of the school, adding

specialist facilities as necessary – this covers improvement 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 hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy,
- Equality and Diversity Policy
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body.

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

### **Limitations of the policy**

Please note that the main school building is Grade II listed and therefore major changes in the building structure are problematic if not impossible. As the school is over 200 years old many of the classrooms and staff areas are simply not suitable for disabled access. We have several stepped areas and a staircase which prevent access for wheelchair users and those who have restricted movement. There are also a number of narrow passageways which also restrict easy access. These features are an integral part of the building and cannot easily be changed. The main access has steps, however a rear access to the main school building is sloped and a disabled toilet is available.

## Facilities already in place

Ramps in place to access rear entrance of the main school office and mobile classrooms  
Disabled toilet  
Sloped access onto playground  
Fully accessible school hall  
Allocated disabled parking space

## Improving the Physical Access

Target	Strategy/Action	Outcome
Ensure lobby area of mobile classrooms is kept clear of coats/bags on the floor.	Consider best options for storage solutions, possibly covered storage rack outside?	Communal space is maximised.
Ensure that pathways are kept clear of vegetation at all times.	Check school grounds contract are aware of need to keep all paths clear.	To ensure pathways are safe for all users.
Improve signage to alert visitors to the easier access to the rear of the office.	Canvas opinion from stakeholders and visitors to site and obtain quotes/advice from signage companies.	School reception and toilet facilities will be accessible for disabled parents and visitors/pushchair users.
Ensure that all areas can be accessed independently and safely (ie use of grab rails etc)	Seek advice from the LA/property consultants on building regulations for disabled access	To ensure all school users can access all areas safely and independently (within the limitations of a listed building).

## Improving the Curriculum Access

Target	Strategy/Action	Outcome
Training for teachers on differentiating the curriculum.	Training specific to pupils' needs. Provide training for all staff	To ensure that teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Whole school community aware of issues.
All out of school activities planned to ensure participation of all pupils.	Review out of school provision in relation to all children	To ensure that all out of school activities conducted in inclusive environment ensuring compliance with legislation.
Classrooms are organised to promote participation and independence of all pupils.	Classroom layouts reviewed to support the learning process of individuals	To ensure that lessons start without the need to make adjustments to accommodate needs of individual pupils

## Improving the delivery of written information

Target	Strategy/Action	Outcome
Make available school brochure, newsletter and other written information for parents in alternative formats.	Ensure information is available in other formats and parents are aware of this.	To ensure that school information is available for all, including any necessary adaptations to meet individual needs.