



SURREY STREET PRIMARY SCHOOL

Learning for Life

Accessibility Plan

July 2018

(DRAFT)

Document Status	
Review	Every 3 years
Date of next Review	July 2021
Approval Body	Governing Body
Ratified by Governors	

STATUTORY

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 the 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. Our school has high ambitions for all its pupils, including those with a disability, and aims to ensure that they have the opportunity to participate in every aspect of school life

Surrey Street Primary School is committed to providing an environment that enables full curriculum access, which values and includes all pupils, members of 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.

Surrey Street Primary School recognises and values parents' knowledge of their children's disabilities and the effect of these on their ability to carry out everyday activities and the parents' and children's right to confidentiality.

The Surrey Street Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipates 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as the able-bodied pupils (if a school fails to do this it will be in breach of their duties under the Equalities Act 2010). This includes teaching and learning, and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities and school visits. It also includes the provision of specialist and 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 includes improvements 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 may include hand-outs, information about the school and school events. The information will be made available in various preferred formats within a reasonable timeframe.

Our Accessibility Plan relates to key aspects of the physical environment, curriculum and written information.

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.

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.

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.

ACTION PLAN

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

AIM - Increase access to the curriculum for pupils with a disability					
Current good practice	Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.	Increase confidence of all staff in differentiating the curriculum.	Staff training on methods of differentiation and curriculum access	Head	Ongoing as required	Raised staff confidence in strategies for differentiation and increased pupil participation.
	Classroom support staff to have specific training on disability issues.	Support staff to access appropriate CPD	Deputy Head/ SENCO	Annually unless required more often	Raised confidence and ability of all support staff to support pupils with SEN/disabilities
Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	All staff to be aware of disabled children's curriculum access	Individual Access plans to be created and reviewed as required Information sharing to take place between all agencies involved with the child	SENCO	As required	All staff aware of the individual needs of pupils they work with.
	Use ICT to support learning if appropriate.	Make sure software is installed where needed.	Computing lead teacher/ IT & network manager	As required	Wider use of a greater variety of SEND resources in classrooms
	The curriculum is reviewed to ensure it meets the needs of all pupils.	Each venue for school trips are checked specifically for accessibility for children with disabilities	Develop further guidance for staff making school trips accessible for all. Ensure each venue is checked for accessibility	Deputy Head/ Educational Visits lead teacher	As required

All educational visits are accessible to all.	Review P.E. curriculum to ensure that P.E. is accessible to all.	Gather further information on accessible P.E. and disability sports. Seek disabled sports people to come into school.	P.E. Lead	Ongoing	All pupils to be able to access P.E. and be able to excel.
	Classrooms are organised to promote further the participation and independence of all pupils	Carry out an audit of resources and learning environments to ensure lessons and classrooms are planned to meet the needs of all pupils. within each class.	Headteacher/ SENCo	Annually, unless required more	Children can locate and access learning resources independently
	Liaise with pre-school providers and settings from which children may be transferring to Surrey Street Primary to prepare for the intake of children with additional needs.	To identify pupils who may need adapted or additional provision.	Early Years Lead and SENCo	Ongoing	Necessary provision will be in place ready for when the child starts school
	To review policies and ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	SLT and Governing Body	Ongoing	All policies clearly reflective inclusive practice and procedure
	To establish and maintain close relationships with parents/carers	To ensure collaboration and information sharing between home and school	SLT, Teaching Staff, Well Being Team and Family Workers	Ongoing	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.
	To establish and maintain close liaison with external agencies for pupils with additional needs	To ensure collaboration between all key personnel	SENCo and SEN Administrator	Ongoing	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.

AIM: Improve and maintain access to the physical environment

Current good practice	Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps where necessary • Corridor width • Disabled parking bays, adjacent to the main entrance • 8 accessible toilets • Changing facilities • Updated and refurbished medical room • Automatic front doors 	<p>Improve the school's physical environment further.</p>	<p>The school will take account of the needs of pupils/ parents/ carers/ staff governors and visitors with physical or sensory impairments when planning and undertaking future improvements and refurbishments such as lighting, colour schemes signage and fittings.</p>	<p>SLT, Business Manager and Governing Body</p>	<p>Ongoing</p>	<p>Evidence that appropriate considerations have been taken wherever school improvements are carried out</p>
<p>Advice is sought from occupational therapy and other educational professionals</p>	<p>Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.</p>	<p>Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identify training needs and implement training.</p>	<p>SENDCo</p>	<p>As required</p>	<p>As full as possible inclusion for all pupils</p>
<p>The School's Leadership Team is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.</p> <p>Access needs are considered during recruitment process</p>	<p>The Governing Body and all staff to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.</p>	<p>Through questions, discussions newsletters and Family Voice find out the access needs of parents/carers</p>	<p>SLT, Teaching Staff, Well Being Team and Family Workers</p>	<p>Ongoing</p>	<p>All stakeholders including staff, parents, pupils and governors will have been able to identify any access needs that they have.</p> <p>The Governing Body and all staff will be aware of access needs throughout the school.</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents/carers have full access to all school activities aimed at parents/carers</p>

All areas of the school are accessible to all pupils and adjustments have been made to existing entrances/doors etc.	Any new buildings/ alterations to the school will allow access for all and disabilities will be considered	When alterations are made to the school buildings or additional buildings are designed consideration will be given to disabilities that may limit access	Head/ Governors/ Site manager	As necessary	New, re-designed and existing buildings are usable by all
	Improve signage and external access for visually impaired people	Yellow strip mark step edges	Site Agent	Ongoing	Visually impaired people feel safe in school grounds
	Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	Headteacher/ SENCo	As necessary Every September and as necessary	All pupils with a disability and staff working alongside are safe in the event of an emergency evacuation

AIM: Improve the delivery of information to pupils/parents and carers with a disability

Current good practice	Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations Auto-translator is available on the website – enabling parents/carers to access it in their chosen language 	Review information to parents/carers to ensure that it is accessible to all	School office and Family Workers to support and help parents/carers access information and complete school forms. Provide information and letters in clear print in 'simple' English	School Office/Family Workers	On-going	All parents are able to understand information they receive and are able to fill in forms that are sent out. Parents/ carers and pupils feel supported and receive information in a form that they can access
	Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on different formats that are available for visually impaired, dyslexia etc.	SENCo	On-going	Staff are aware of different formats that will make information more easily accessible for every individual.

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 board.

The Accessibility Plan may also be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010

LINKS WITH OTHER POLICIES

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

- Risk assessment policy
- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy