

St. Helen's C.E. Primary school



Accessibility Policy and Plan

| | |
|---|--|
| This Policy complies with Liverpool Diocesan Schools Trust Guidance | YES |
| This Policy will be reviewed in | October 2026 or earlier if necessary. |
| The Policy was agreed by Governors in: | October 2023 |
| The Policy is available for staff at: | Staff Room and the website |
| And for parents/carers at: | School Entrance and the website |

Trust Prayer:

*We thank you, God of Love, for the gift of children,
bless the work of our Trust, that in all we do
young people may grow in wisdom and stature,
and so come to know you,
to love you
and to serve you,
as Jesus did.*

*We make our prayer in his name who is God
with you and the Holy Spirit, now and for ever.
Amen*

St Helen's CE Primary School

Accessibility Policy and Plan

Introduction

The Equality Act 2010 states that schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation and places a statutory duty on all schools to have an accessibility plan that shows how the school intends to increase the extent to which disabled pupils can participate in the curriculum.

The Act defines a pupil with a disability as having a physical or mental impairment that has a substantial (more than minor or trivial) and long-term (lasting, or likely to last, for at least 12 months) adverse effect on their ability to carry out normal day-to-day activities, this includes everyday things like eating, walking and personal hygiene. Those who have had a disability in the past that meets this definition are also protected by the Act.

The definition extends beyond physical difficulties, including sensory and learning difficulties and impairments that could be hidden such as Dyslexia, speech and language, autism, Attention Deficit Hyperactivity Disorder and those resulting from, or consisting of, a mental illness. The pupil may not have a physical disability but their ability to carry out normal day-to-day activities can be impacted by issues surrounding mobility, manual dexterity, physical coordination, continence, the ability to lift, carry or move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of risk or physical danger.

An accessibility plan not only shows compliance with the Equality Act, but also the aim to, over time, increase the accessibility in school for disabled pupils, staff, parents/carers and visitors. It shows the intention to develop a culture of inclusion, support and awareness within school, a culture where whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. The overall purpose is to ensure that everyone can fully participate in the school community with total access to the environment, curriculum and information.

Purpose of the Plan

In line with the Department for Education's Advice for Schools on the Equality Act and the Special Educational Needs and Disability (SEND) Code of Practice, St Helen's CE Primary School accessibility plan shows how St Helen's CE Primary School intend to remove barriers and make reasonable adjustments for disabled pupils by considers three key objectives in detail.

The three key objectives are:

1. To increase access to the curriculum for pupils with a disability, medical condition or other access needs, by reducing and eliminating barriers. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
2. To improve the physical environment of the school and physical aids to access education, so that we increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
3. To improve the delivery of information to pupils, staff, parents and carers and other members of the school community. This will include adjusting the way in which written information is provided.

St Helen's CE Primary School will follow the SEND Code of Practice when deciding upon reasonable adjustments, taking in to consideration available resources (financial and other), the effectiveness of the adjustment, health and safety requirements, whether aids have been made through the SEND route and the effect on other pupils. If a reasonable step can be identified to avoid a disabled pupil from being at a substantial disadvantage to other non-disabled pupils it should be implemented. There is no expectation on the school to make an adjustment that is not reasonable.

Contextual Information

St Helen's C.E. Primary School has adapted over the years. The building is on one floor within Key Stage one classrooms. The hall and dining area are accessible to all. Most recently, in Key Stage 2, an external ramp has been fitted to allow access to the playground. Currently, one classroom within Key Stage two has no accessibility to disabled children in wheelchairs as both entrances to the classroom have stairs. A disabled toilet has been fitted within Key Stage two for children. The main entrance to school has flat access via a ramp.

At present, we have one wheelchair dependent member within our school community. The school has fire and emergency lighting for disabled pupils, staff and visitors. The school has pupils with a range of disabilities to include moderate and specific learning disabilities. We have a small number of children who have cerebral palsy, attention deficit hyperactivity disorder and autism as well as having pupils who have a hearing impairment.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend enrichment clubs, leisure and cultural activities and educational visits.

Informing the Plan

The plan has been developed by the school through a process of audit and consultation. This process identifies areas of good practice, along with ways in which improvements can be made through making reasonable adjustments. For each adjustment a target completion date is given, though it should be noted that it may not always be feasible to undertake all of the identified works during the life of the accessibility plan and therefore some items may roll forward into a subsequent plan.

The audit gathers information from as many areas as possible, including:

- Available pupil data, inclusive of any pupils who are anticipated to become on roll
- Consulting with pupils and their parents and carers, communicating early with prospective new parents and through surveys and/or focus groups; the views of both able and disabled members to be taken in to account.
- Consulting with staff, including specifically the Special Educational Needs and/or Disabilities Coordinator (SENDCo), Heads of Faculties/Subject Leads
- Consulting with governors, including specifically the SEND and Health and governors and any relevant Committees
- Involving outside agencies who assist disabled students in their education such as physiotherapists and speech and language therapists
- Coordination with the Local Authority
- Working with other schools to share best practice, which includes SENDCo network meetings
- Visual observations

Managing, Monitoring and Delivering the Plan

The Headteacher will ensure that this document is shared with all staff. The Headteacher, Senior Leadership Team (SLT) and Finance/Resources committee will review the financial implications of the plan and it will be used to inform both the school's budget and school improvement plan.

The governing body will take an active role in monitoring the school's progress against the plan, the SEND Governor taking an active role in an annual audit, to be carried out in conjunction with the Headteacher/ SENDCo. The Governing Body will comment on the Accessibility Plan within their annual report.

The document will be reviewed in full at least every three years, or beforehand in the event that significant changes are made to the school's accessibility arrangements. It will be reviewed by the Headteacher and approved by the school's governing body. An accessibility audit will be completed prior to the end of the period covering this plan in order to inform the development of the new plan.

Links with other Policies & Plans

This document should be read in conjunction with the following school policies, strategies and documents *(list all that apply to your school)*:

- Admissions Policy
- Complaints Policy
- Educational Visits Policy
- Emergency Evacuation Procedures
- Equality and Diversity Policy
- Health and Safety Policy
- Supporting Students with Medical Conditions Procedures
- SEND Policy

Appendix 1 – proposed action plan for 23-26

The Accessibility Plan

This Accessibility Plan considers three key objectives:

1. To increase access to the curriculum for pupils with a disability, medical condition or other access needs.
2. To improve the physical environment of the school and physical aids to access education, so that we increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
3. To improve the delivery of information to pupils, staff, parents and carers and other members of the school community.

Objective 1 – Ensuring and Improving Access to the Physical Environment

| IDENTIFIED GOOD PRACTICE | OBJECTIVES | IMPROVEMENT ACTIONS TO BE TAKEN | RESPONSIBLE PERSON | TARGET COMPLETION DATE |
|---|--|--|------------------------------|------------------------|
| Increase the number of classrooms within Key Stage 2 that are physically accessible for people with disabilities. | Stairs into buildings restrict access. | Consider installing a ramp for external access or a stair lift for internal access. | Headteacher SBM SENDCo | October 2026 |
| Ensure that emergency and evacuation systems are appropriate for those with hearing impairments. | The sound of the fire alarm is quieter in parts of the school than in other areas. | Receive guidance from Northwest Fire Service. Caretaker to regularly check fire alarm. Install appropriate fire alarms. | Caretaker | December 2023 |
| Increase the number of adequate sensory areas that are available. | Not all classrooms support those with sensory needs. | Apply for funding to support the costing of a sensory room. Ensure all classrooms have sensory areas. Ensure equipment is adapted to support those with sensory needs. Have a designated sensory room within the school that is resourced and accessible. | SENDCo | July 2025 |

Objective 2 – Ensuring and Improving Access to the Curriculum

| IDENTIFIED GOOD PRACTICE | OBJECTIVES | IMPROVEMENT ACTIONS TO BE TAKEN | RESPONSIBLE PERSON | TARGET COMPLETION DATE |
|---|--|--|-------------------------------|------------------------|
| Ensure that extra-curricular activities are accessible to the whole range of pupils on roll. | To ensure that all out of school and extra-curricular providers offer an inclusive environment and comply with legislation. | To undertake a review of all out-of-school and extra-curricular providers. | SENDCo Admin assistant | On-going |
| Professional advice is sought and followed for all diagnosed additional needs or conditions. Ensure that additional resources are available to support additional needs. | To expand the level of support that we can offer by training staff to meet individual needs. To buy resources that supports the learning of individual pupils. To increase awareness and understanding by celebrating medical conditions and disabilities that are present within our community. | Seek professional advice in relation to good practice and available resources. Buy resources that are advised by professionals to support the learning of those with additional needs. Specific celebration days for medical conditions and disabilities throughout the school year. | SENDCo Teachers | End of Summer 2024 |
| Ensure that the achievements of those with SEND can be assessed effectively. Ensure that this information is used effectively to support teaching and learning. | To improve the assessment framework that is used to assess children who are not able to access formal strategies of assessments. To provide training for all staff who are responsible for measuring a child's academic progress. | Embed an assessment framework that is effective in supporting individual needs and abilities. | SENDCo Teachers | End of Summer 2024 |

Objective 3 – Ensuring and Improving the Delivery of Written Information

| IDENTIFIED GOOD PRACTICE | IDENTIFIED IMPROVEMENTS | IMPROVEMENT ACTIONS TO BE TAKEN | RESPONSIBLE PERSON | TARGET COMPLETION DATE |
|---|---|---|---|------------------------|
| <p>The school makes every effort to offer all new written material issued to parents and carers (such as half termly newsletters) in alternative formats.</p> | <p>Unaware of the needs of the wider community in terms of difficulties regarding accessing content that is shared from school.</p> | <p>Consult with families in relation to how information is shared with them and how we can better support their needs if necessary.</p> <p>A review of all written material to be carried out, converting into alternative formats where necessary.</p> <p>Research services available through the LA to aid converting written information into alternative formats.</p> | <p>SBM</p> <p>Admin assistant</p> <p>SENDCo</p> | <p>On-going</p> |
| <p>Ensure that parents and carers are aware of other available support services such as 'The Local Offer' and Warrington and Salford SENDIASS service.</p> | <p>Parents and carers have insufficient knowledge of external support that is available.</p> | <p>Signpost parents and carers to available support.</p> <p>Ensure that our website portrays the support that is available in the wider community.</p> <p>Introduce events that allow parents and carers to interact with each other.</p> | <p>SENDCo</p> | <p>Spring 2024.</p> |