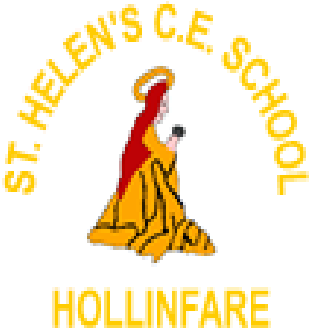
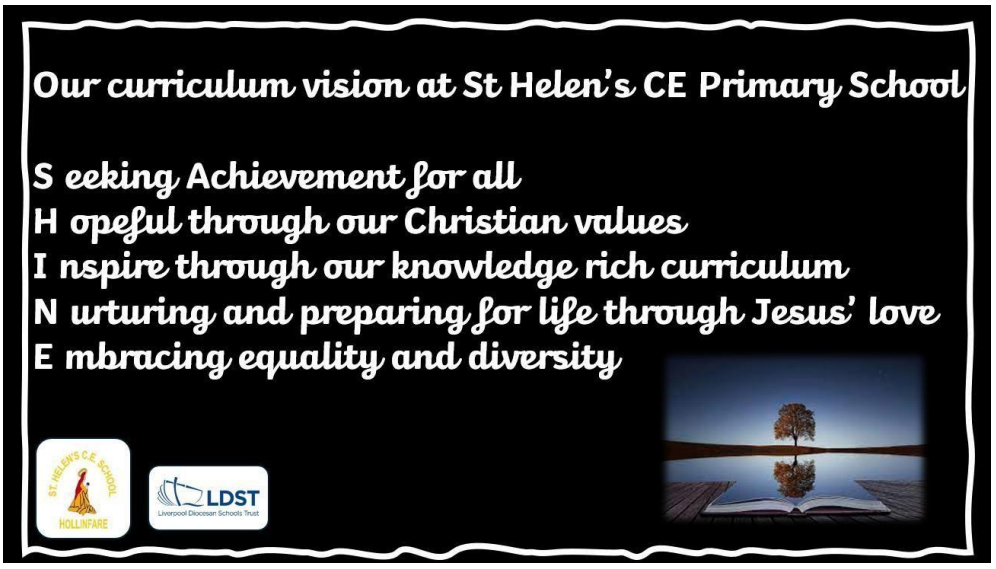
St. Helen's C.E
Primary
school

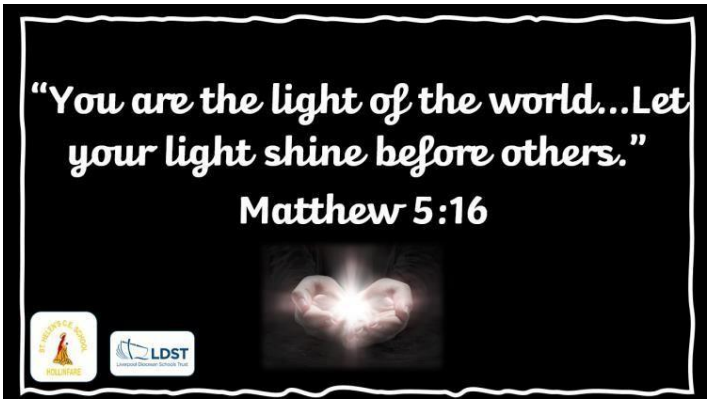


Accessibility Policy and Plan



Our LDST Prayer

Heavenly Father,
Let peace, friendship and love grow in our schools.
Send the Holy Spirit to give:
Excellence to our learning, Love
to our actions and
Joy to our worship.
Guide us to help others, So
that we may all
Learn, Love and Achieve, Together with Jesus.
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 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 26-29

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
Annual site inspections are undertaken to identify and address accessibility barriers. Main entrances and exits are regularly monitored to ensure they remain accessible, safe and well maintained. Accessibility needs are considered as part of premises management and health and safety reviews.	Ensure all entrances and exits remain fully accessible to pupils, staff, parents and visitors with disabilities. Identify and remove physical barriers that may restrict independent access to the school site. Maintain compliance with accessibility requirements and promote an inclusive environment for all users. Ensure safe and effective access and egress for all members of the school community, including during emergency evacuations.	Review accessibility of all entrances and exits annually. Provide additional accessibility awareness training for staff. Incorporate accessibility improvements into future building projects. Review emergency evacuation plans for pupils and staff with disabilities. Continue to improve outdoor learning areas to ensure accessibility for all.	SLT, SBM, Site Manager.	On-going

Objective 2 – Ensuring and Improving Access to the Curriculum

IDENTIFIED GOOD PRACTICE	OBJECTIVES	IMPROVEMENT ACTIONS TO BE TAKEN	RESPONSIBLE PERSON	TARGET COMPLETION DATE
Reasonable adjustments and accessibility considerations are embedded to support pupils with SEND and disabilities.	Ensure that all pupils with SEND and disabilities can access the curriculum through appropriate reasonable adjustments and support.	All pupils with identified SEND or disabilities will have appropriate reasonable adjustments documented, implemented and reviewed termly.	SLT, Inclusion Lead, Class Teachers	On-going
Assistive technology is used where appropriate to enable access to learning.	Increase access to learning by providing and effectively using assistive technology where needed.	Pupils identified as requiring assistive technology will have access to and be using agreed technology to support their learning.		
Educational visits, extracurricular activities and enrichment opportunities are adapted to ensure inclusion for all pupils.	Ensure all pupils can participate fully in educational visits, extracurricular activities and enrichment opportunities.	All educational visits and extracurricular activities will be planned to enable participation for pupils with SEND and disabilities wherever reasonably possible.		
Ongoing staff training supports awareness of SEND, disability and inclusive teaching practices.	Develop staff knowledge and confidence in delivering inclusive teaching practices that meet the needs of pupils with SEND and disabilities.	On-going training on SEND, disability awareness and inclusive teaching practices.		

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
Key written information is provided in clear, accessible language for parents, carers, pupils and visitors.	All standard school communications will be reviewed to ensure they are written in clear, accessible language.	Review and simplify all standard school communications to ensure they are clear, concise and accessible for all readers.	SLT, SMB, Office Admin	On-going
Parents and carers are encouraged to request information in alternative formats if needed.	Parents and carers will be able to request school information in alternative formats, with requests fulfilled within agreed timescales.	Establish and publicise a process for providing written information in alternative formats upon request.		
Visual supports, symbols and pictorial resources are used to aid understanding where appropriate.	Visual supports, symbols or pictorial resources will be routinely used where appropriate to improve understanding for pupils and families.	Increase the use of visual supports, symbols and pictorial resources in pupil-facing communications and learning materials.		
Digital communication methods are used to improve access to information and reduce barriers to engagement.	Key school information will be available through accessible digital communication platforms and the school website.	Ensure key school information is available through accessible digital platforms, including the school website and communication apps.		
Regular review of communication methods ensures information remains accessible to the school community.	Communication methods will be reviewed annually, with feedback from pupils, parents and carers used to improve accessibility.	Conduct an annual review of communication methods and use stakeholder feedback to improve accessibility.		