

St. David's C of E Primary School

Enquiring minds, caring hearts, creative hands



Accessibility Policy March 2021

At St. David's we have our vision at the core of everything we do for pupils and for all staff members; Our school's Christian foundation guides, challenges and inspires every child to reach their full potential as they become life-long learners and confident citizens, equipped to lead and serve.

As a school we look to the teachings of the Bible to underpin our ethos:

Love the Lord your God with all your heart, soul, mind and strength; and your neighbour as yourself.

Mark 12:30-31

Headteacher/ school staff signature	<i>Jenny Walker</i>
Governor signature	<i>Yvonne Webster</i>
Date policy ratified	March 2021
Date for review	March 2024



St. David's C of E Primary School

Accessibility Policy – 2021-2024

As a church school we endeavour to develop motivated, independent and resilient learners who are curious and passionate about the world around them. We believe that children should engage in a challenging, broad and balanced curriculum which enables them to become lifelong learners.

St. David's C of E Primary School's Accessibility Plan has been produced in collaboration with the school community and will advise other school planning documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and, similarly, will be published on the school website.

We are committed to providing an environment that enables full curriculum access, values and includes all pupils, 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.

The St. David's C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum appropriately to ensure that pupils with a disability are prepared as equally for life as the able-bodied pupils; (if a school fails to do this it is in breach of duties under the Equalities Act 2010); this covers both 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**, that may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers 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 might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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

Accessibility Policy: Last reviewed March 2021

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Curriculum Policies
- Equality Objectives
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Policy
- School Development Plan / Raising Attainment Plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school; it remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and, therefore, some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covered in this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as, and when, school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored during FGB meetings.

The school will work in partnership with any necessary agencies when developing and implementing the Accessibility Plan.

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

Status and Review Cycle: Statutory, Every 3 years

Responsible group: Finance

Date: March 2021

Next Review Date: March 2024

Accessibility Policy: Last reviewed March 2021

St. David's C of E Primary School Accessibility Plan – 2021-2024

OBJECTIVE: Improve Curriculum Access				
TARGETS	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop a training programme to ensure staff are knowledgeable about the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regard to accessing the curriculum. Monitored by HT and SENDCo	Continuous	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure potential participation by the full range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment and, if outside providers are used, they will comply with all current and future legislative requirements. Monitored by HT	Continuous	Increase in access to all school activities such as trips out, residential visits, extended school activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Monitored by HT/Premises manager	Continuous	More time available for pupils to participate in curriculum activities
To ensure pupils have access to the curriculum through a variety of resources	Recommendation of technologies and equipment through relevant professionals	Pupils can access the curriculum adapted to their needs Led and monitored under the guidance of SENDCo	Continuous	Pupils access to the curriculum is made easier through technologies and equipment
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to access. Monitored by Chair of Governors	Continuous	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs	Pupils' needs are appropriately met through effective deployment of skilled support staff. Monitored by HT and SENDCo	Continuous	All pupils are supported to achieve their full potential

St. David's C of E Primary School Accessibility Plan – 2021-2024

OBJECTIVE: Improve Physical Access				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Ensure access to the lower ground junior block via the playground is available to all and at all times	Ramp needs to be in place to access the classrooms from the Infant playground	The lower junior classes are easily accessed by all. Monitored by Head/SENDCo	Continuous	All members of the school community and visitors can access the lower junior classes via the playground
Ensure Warning tape is regularly monitored and replaced if necessary on exits, steps and hazards for the visually impaired	Tape placed on hazards to make pupils/ staff more aware	Pupils able to see hazards and take appropriate action SBM/ SENDCo	Continuous	Pupils with visual impairment are able to move around the school safely
Physical/manual handling training to be undertaken by relevant staff	Staff to undertake relevant training where they are supporting pupils with mobility issues	Staff are safe at work, using the appropriate techniques to assist pupils with mobility issues, taking advice from Physical Development Team	Continuous	Staff physical/manual handling training is embedded into current practice
Ensure that the relevant furniture is available for disabled pupils in the classroom	Undertake an audit of pupils' furniture needs and investigate the best value options. Through the ATS PD Physio OT Team	Furniture requirements for disabled pupils monitored on a regular basis and purchased in a timely fashion. SENDCo/ SBM	Continuous	Furniture in school is suitable for all pupils, including those with a disability
Ensure circulation routes around school do not impede access for disabled pupils, staff or visitors	Undertake a full survey of the school site, review inaccessible points. Put a plan in action to deal with them, e.g. consider automatic door closers	Circulation routes around the whole school are suitable for all disabled pupils, staff and visitors SENDCo	Continuous	Circulation routes do not impede access for disabled pupil, staff or visitors
Ensure handrails are placed where identified so that all areas are easily accessible.	Undertake regular surveys to identify where rails need to be to ensure access for all	Rails in place in identified positions. Regular monitoring to evaluate the wear and	Continuous	Rails installed and regularly evaluated.

Accessibility Policy: Last reviewed March 2021

		replacement of rails.		
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St. David's C of E Primary School Accessibility Plan - 2021-2024

OBJECTIVE: Improve the delivery of written information				
TARGET	STRATEGY	OUTCOME	TIME FRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	On-going	Delivery of information to pupils and parents/carers improved
Make school newsletters and other information for parents/carers available in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all. School information published on the school website and updated regularly Admin/ SBM	On-going	Delivery of school information to parents and the local community
Complete regular Surveys of parents/carers regarding the quality of communication, and ways they think it could be improved	Send out survey to parents/carers regarding the quality of communication	School is more aware of the opinions of parents/carers and acts on this HT	On-going	Parental opinion is surveyed and action taken
The school predominantly uses, maintains and updates electronic methods of reporting to parents.	Electronic methods are used, reviewed and action taken. E.g. parent pay, email, website.	The school is using electronic reporting methods that are reviewed and undated regularly	Continuous	The school is able to use electronic methods successfully when reporting to parents