



FIVE STONES

Learning Federation

Five Stones Learning Federation

Accessibility Plan 2018 - 2021

Vision

"Life in all its fullness"

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, 'life in all its fullness' (John 10.10).

Adopted: September 2018

Review: September 2021

Five Stones Learning Federation

Evenwood C of E Primary School

Accessibility Plan 2018 - 2021

1. Vision Statement

2. Aims and Objectives

3. Current good practice

a) Physical Environment

b) Curriculum

c) Information

4. Access Audit

5. Management, coordination and implementation

6. Action Plan

1. Vision Statement:

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 is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation." According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department of 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 Teacher. At Evenwood C of E Primary School the Plan will be monitored by the Head Teacher and Deputy Head Teacher evaluated by the relevant governor (Mrs Lindsay Teesdale). The current Plan will be appended to this document.

At Evenwood C of E Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. Evenwood's C of E Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, pupils, parents, staff and governors. When necessary, other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. Evenwood C of E 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 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 school.

4. Evenwood C of E Primary School's 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:

a. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers 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;

b. Improve and maintain 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;

c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hands 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.

5. Evenwood C of E Primary School's Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.
6. 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.
7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - a. Asset Management Plan
 - b. Behaviour Management Policy
 - c. Curriculum Policy
 - d. Critical Incident Support Plan
 - e. Equal Opportunities Policy
 - f. Health and Safety Policy
 - g. Equality Plan
 - h. School Prospectus
 - i. School Development Plan
 - j. Special Educational Needs Policy
 - k. Staff Development Policy
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the 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 covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. 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.
10. The Accessibility Plan will be published on the school website.
11. The Accessibility Plan will be monitored by the school's leadership team, in consultation with the named governor (Mrs Lindsay Teesdale). Progress will be reported during the full governing body meeting and any financial implications will be raised at Finance Committee meetings.
12. Where necessary, the school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
13. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010

2. Aims and Objectives

Our Aims are:

- **To increase access to the curriculum for pupils with a disability**
- **To improve and maintain access to the physical environment**
- **To improve the delivery of written information to pupils, family members and the wider community**

3. Current good practice

We ask about any disability or health condition in early communications with new parents and carers.

a. Physical environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-

school clubs for pupils with physical impairments, school trips for pupils with medical needs. All parts of our building is accessible to current pupils with disabilities. The only area in school which has limited accessibility for pupils (none currently) and visitors to schools in wheelchairs is the main school entrance where there are steps leading to the door. As we have another entrance that is accessible, we believe this is a reasonable adaptation, given financial constraints that mean we cannot have a ramp at the front entrance.

b. Curriculum

There can be challenges and barriers which could mean disabled pupils have limited or no access to some areas of the curriculum, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils for example: bullying, peer relationships, policies on the administration of medicines, the prevention of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten. In our school, all disabled pupils currently have access to all areas of the curriculum (with adaptations as and when necessary, for example a disabled pupil in Nursery has one to one support during all PE lessons or time during free play on large apparatus, to ensure his safety and wellbeing)

c. Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. We offer a range of different formats available for disabled pupils, parents and staff (should this be requested or if we are aware of a disability that might require this)

4. Access Audit

The school is a single storey building with wide corridors and several access points from outside. The hall and dining area are accessible to all. The entrance used by pupils and their families to enter our school grounds in the morning and at home times is fully accessible (flat and no stairs) main door into school is automatic and can be opened from inside the school reception to aid access into the building. The school has internal emergency signage and escape routes are clearly marked. On-site car parking for staff and visitors has one dedicated disabled parking bay. Disabled toilet facilities are available towards the KS2 end of school (just off the school hall) We acknowledge this would not be very convenient for younger pupils needing to use this provision (nor would be the size of the toilet and sink there) This would be something we would look to address, with advice and support from the Local Authority, if this situation arose. The main school reception is not accessible for people who use wheelchairs as there are three steps leading to the door. We have had a quote for a permanent ramp and do not have the funding to pay for this. As we have another entrance which is accessible to wheelchair users we believe this to be a reasonable adjustment.

Our current Access Audit has revealed a number of issues:

- The main school entrance (used by visitors, pupils who arrive late and parents/carers/family members who come to school during school hours) is inaccessible for wheelchair users and people with mobility difficulties;
- Doors into some classrooms remain narrow;
- There are no disabled toilet facilities available in the Early Years part of the school.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced The Governors and Senior Leadership Team will work closely with the Local Authority to overcome any difficulties that may arise.

6. Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Aim	Strategies	Person Responsible	Success Criteria	Monitoring
<p>To ensure lessons are appropriately differentiated to ensure the participation of all pupils.</p>	<p>A differentiated curriculum with alternatives offered.</p> <p>The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</p> <p>Multimedia activities to support most curriculum areas</p> <p>Use of interactive ICT equipment Specific equipment sourced from occupational therapy</p>	<p>Class teachers, support staff</p>	<p>Children make good progress in accordance with their ability and achieve their targets.</p>	<p>Lesson Observations, planning, pupil progress data.</p>
<p>To finely review attainment of all SEN pupils.</p>	<p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>	<p>SENCO and class teachers</p>	<p>Progress made towards IEP targets</p>	<p>Pupil Progress meetings</p>
<p>To take account of variety of learning styles when teaching within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p>	<p>use of visual timetables across the whole school, peer tutoring, Makaton in Early Years</p> <p>Use of coloured backgrounds on IWB, paper for worksheets, enlarged texts, targeted personal support</p>	<p>Whole school</p>	<p>Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>	<p>Lesson observations, planning</p>

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Aim	Strategies	Person Responsible	Success Criteria	Monitoring
To ensure classroom environment support pupils with sensory needs and ASD.	Each classroom to have work station with minimal distraction	Class teachers	Classrooms have a range of resources including quiet spaces	learning walks
To make front entrance of building accessible to wheelchairs.	Install ramps or suitable alternative instead of steps.	SLT	Enabling needs to be met where possible.	N/A
To develop playground and equipment to support all pupils.	Playground equipment available for all pupils	PE co-ordinator, Lunchtime Staff, Class teachers, Support Staff	Children happy and engaged in purposeful activity over lunchtimes	Observations
To review access to classrooms in regard to width of doors	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements	SLT	Enabling needs to be met where possible.	

Aim 3: To improve the delivery of written information to pupils, family members and the wider community

Aim	Strategies	Person Responsible	Success Criteria	Monitoring
To review information to parents/carers to ensure it is accessible	Consult parents/carers about access needs when child is admitted to school • Review all letters home to check that they are written in plain English • Produce newsletter in alternative formats e.g. large print, Braille according to need	HT, Office manager	Parents (who specify) receive information in a format that is accessible e.g. large print	Parent questionnaires
To make available any written material in alternative formats	All staff and parents aware of services available for requesting information in alternative formats.	HT, Office manager	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.	Parent questionnaires
To make available school brochures, newsletters and other information for parents in alternative formats	Review current school brochure and promote the availability in different formats for those that require it. - new prospectus	HT, Office manager	All school information available for all	Parent questionnaires
To make visual timetables and resources available in each class to support learning and language development.	Use of visual timetable	Class teachers and support staff	Visual timetables available for all pupils to see in classrooms	
To use Makaton in the Early Years	Training for EYFS staff	EYFS leader	Children and staff using Makaton as a form of communication on a daily basis.	Observations