

# St James' Lanehead Church of England Primary School



## Accessibility Policy & Plan

Date of Policy:	April 2023
Person Responsible:	Claire Ashton
Review Date:	April 2026

### Our Mission

Our church school seeks to inspire each individual to flourish, grow and learn with Jesus at the heart of all we do.

**ACCESSIBILITY POLICY AND PLAN 2018 - 2021**  
**St. James' Lanehead C of E (VA) Primary School**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of 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.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

St James' Lanehead C of E (VA) Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 the Disability Discrimination Act. 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.

The audit will need to be revisited prior to the end of each first three-year plan period, in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality Policy. The terms of reference for all Governors' Committees will contain an item on, "having regard to matters relating to Access".

Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

The Plan will be monitored by Ofsted as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

## Section 1

### IMPROVING THE PHYSICAL ACCESS

<u>TARGETS</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITY</u>	<u>SUCCESS CRITERIA</u>
<p>To be aware of the access needs of disabled children, staff, Governors and parents/carers.</p> <p>Ensure the School Staff and Governors are aware of access issues.</p>	To create access plans for individual disabled children as part of the IEP process.	As required.	SENCO/Class Teacher/IDSS.	IEP's are in place for disabled pupils and all staff are aware of pupils' needs. SENCO provision map is updated with all relevant information.
	To ensure staff and Governors can access areas of school used meetings.	Ongoing Process.	Headteacher.  Headteacher.	All staff and Governors are confident that their needs are met.
	Annual reminder to parents/carers through newsletter, to let us know if they have problems with access to areas of the school.	In place Autumn term 2014.		Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of the school.
	Circulate information to relevant staff on Access to Work Scheme.	Care plans to be in place as and when needed	Headteacher/Resources H and S Committee/ SENCO	Access to Work Information in Staff Handbook and on staffroom notice board.
	Staff to share provision map information with Volunteers and Support Staff, to ensure continuity to care for the children.			Volunteers are aware of needs of SEN children at all times

<u>TARGETS</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITY</u>	<u>SUCCESS CRITERIA</u>
Ensure everyone has access to reception area.	Ensure that nothing is preventing wheelchair access.	Daily check to ensure the area is clear of obstructions.	Site Supervisor/Health and Safety Committee.	Disabled parents/carers and visitors, feel welcome.
	Check the outer door is wide enough for a wheelchair.	Autumn term 2014.	H and S Committee.	
	Provision of appropriate seating.	Seating in place 2015.	Headteacher. H And S Committee.	Visitors can sit down if waiting for reception.
Maintain safe access for visually impaired people.	Provide a bell on the counter so that wheelchair users can get the attention of the staff in the office.	Spring term 2014.		Wheelchair users aren't waiting because staff in the office cannot see them.
	Check condition of yellow paint on step edges regularly.	Ongoing checks.	Site Supervisor/Health and Safety Committee.	Visually impair people feel safe in school grounds.
	Check exterior lighting is working on a regular basis.	October 2014.	SENCO/Site Supervisor.	Yellow edges to be re- done as needed, throughout the school year.
	Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child.			Light to be fitted near the front door.  Child knows where equipment ends.

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<p>Ensure all disabled people can be safely evacuated.</p> <p>Provide Hearing Loops in classrooms to support pupils with a hearing impairment.</p> <p>Ensure there are enough fire exits around school that are suitable for people with a disability.</p>	<p>Ensure there is a personal emergency evacuation plan for all disabled people.</p> <p>Ensure all staff are aware of their responsibilities in evacuation, by being aware of the individual child's information.</p> <p>Take advice from IDSS on appropriate equipment, if this becomes necessary.</p> <p>Ensure staff are aware of the need to keep fire exits clear.</p>	<p>Spring term 2014 Personal Evacuation Plans written as necessary for individuals children with specific needs or disabilities.</p> <p>As required.</p> <p>Daily</p>	<p>SENCO.</p> <p>Headteacher to remind staff.</p> <p>Headteacher.</p> <p>All staff/Headteacher</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily.</p> <p>All children have access to the curriculum.</p> <p>All disabled personnel and pupils have safe independent exits from school.</p>

## Section 2

### ACCESS TO THE CURRICULUM

<u>TARGETS</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITY</u>	<u>SUCCESS CRITERIA</u>
Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings.	Ongoing.	SENCO/Headteacher.	Raised confidence of staff.
Ensure all staff, (teaching and non-teaching) are aware of disabled children's curriculum access.	Set up a system of provision map for disabled children when appropriate.  Share information with all agencies involved with each child.	In place September 2014.	SENCO.	All staff aware of individual needs.
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability.	Ongoing	EVC/SENCO	All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum, to ensure PE is accessible to all pupils.	Review PE curriculum, to include disability sports.	Reviewed annually based on children's needs in school.	SENCO and PE Coordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time.
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	Spring term 2014	SENCO/Headteacher.	Gradual introduction of disability issues into curriculum areas.
Ensure disabled children can take part equally in lunchtime and after school activities.	Discuss with Out of School Club Staff and people running other clubs after school. Support would have to be available, especially after school.	As required.	SENCO.	Disabled children feel able to participate equally in and out of school, activities.
Develop links with a Special School – Holly Grove.	Work towards identifying a local school and consider sharing INSET opportunities. Existing link with Tor View	Summer term 2014	SENCO/Headteacher.	Increased understanding of the opportunities available to children.

### Section 3

#### ACCESS TO INFORMATION

<u>TARGETS</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITY</u>	<u>SUCCESS CRITERIA</u>
Signage around school to be in other languages.	Plans for a welcome sign in reception. Need to decide which languages to use.	Spring term 2014.	Headteacher/SENCO.	All people feel they are welcome in school.
Inclusive discussion of access to information in all parent/teacher annual meetings.	Ask parents about preferred formats for accessing information, eg. Braille and other languages.  SEN information report to include a video to demonstrate what is available.	Annually.  End of Autumn 2018/19	SENCO/Headteacher.  SENCO/Headteacher.	Staff more aware of preferred methods of communication and parents feel included.  School website will become accessible to all.
School website content to be available in different languages.	Website operators to add a translation feature to the website.	Added onto new website in Sep 2018	Office staff/Headteacher/SENCo	School website will become accessible to all.