Shirehampton Primary School

Learn, Aspire, Achieve

Shirehampton Primary School
Accessibility Plan – September 2023 – July 2026

This Accessibility Plan is compliant with current legislation and requirements to consider, as specified in Equality Act 2010: schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.

Shirehampton Primary School is committed in its duty under this legislation to:

- Increase the extent to which disabled pupils can participate in the school's **curriculum**
- Improve the **physical environment** of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improve the delivery to disabled pupils of **information** which is readily accessible to pupils who are not disabled.

Definition of disability:
The Equalities Act 2012 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' The Equality and Human Rights Commission stresses that there is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect. Physical impairment includes: arthritis, hearing or sight impairment, diabetes, asthma, epilepsy, HIV, cancer, multiple sclerosis, severe disfigurement, people registered as blind or partially sighted. Mental impairment includes conditions such as dyslexia, autism and learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia.

The disability provision in the Act includes a duty for schools to make reasonable adjustments for disabled people. In summary this means:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then a school must take reasonable steps to try and avoid this disadvantage.
- Schools are expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Responsibility:
Responsibility for the Accessibility Plan lies with the Governing Body and the Head Teacher.

Review:
The accessibility plan is reviewed every 3 years. This plan will be implemented over the next 3 years. It will be kept under review and any necessary revisions made to it. This includes anticipating well in advance the needs that disabled people might require and the adjustments that might need to be made for them. The Accessibility Plan will be reported on annually.
The Plan is available on the school website. Alternatively, copies can be requested from the school office.

Aims:
Our principal aim is to ensure that all pupils are fully involved in all aspects of school life. As a school we aim to embed accessibility into everything we do: in school improvement, in curriculum development, in improving and maintaining the physical environment, in professional development and in all planning processes.
The school aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and

any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils.
As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

Contextual Information:
The whole of the school building and playgrounds are accessible for wheelchair users. As a single storey building there is no requirement for ramps etc. indoors. There is one step leading outside from each YrR classroom. There are approximately 10 steps at the end of the KS2 corridor that leads out onto the playground; there is a lift installed ensuring accessibility for wheelchair users.
The school has a Nurture room to support our children with additional needs and each classroom provides a safe space for those with social, emotional and mental health needs.
One designated disabled parking space is available close by in the school's carpark. All steps are marked with visibility edging for visually impaired pupils. Disabled toilet facilities are available within the school site for children.
One classroom in each year group has acoustic tiles fitted to improve the sound for children with a hearing impairment.
Our lighting has been upgraded to LED lighting. This reduces eyestrain as well as improving the school environment for all children but particularly for those with visual impairments. Studies have shown use of LED lighting can improve productivity, leading to better attainment and achievement.

The Current Range of Disabilities:
The school has children with a wide range of disabilities, of which the staff and governors are fully aware. When children enter school with specific disabilities, the school contacts the external professionals already involved with the child for assessments, support and guidance for the school and parents.
For all children that have medical needs a care plan is agreed with their parents or carers and it is displayed on the noticeboard in the main Office, all relevant staff are provided with copies.
We have a few children who have asthma and some children with allergies or food intolerances.
The school has competent First Aiders who hold current First Aid certificates, including practitioners within the EYFS who hold paediatric first aid qualifications.
All medication is kept in the office and in the fridge if required. Inhalers are kept in the individual child's classroom. They are kept in a secure place which is easily accessible for First Aiders, staff members and children. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Medication is administered in line with the school's Administering Medication policy.

Adaptations already in place:
<u>Curriculum Access:</u>
Every attempt is made to ensure that pupils with disabilities participate fully in all aspects of school life, including all trips and residential visits. Risk assessments detail the additional staffing and resources required. Individual risk reduction plans (RRP) are in place for children that require this level of additional support.
Access arrangements are made for Key Stage 2 SATs including extra time, amanuensis and readers.
The Engagement Model is used when appropriate to measure the progress and achievement of specific pupils and to set them challenging, attainable targets.
Liaison with external services and agencies provides support in meeting individual children's needs with high expectations for their learning and achievement.
Extra-curricular activities are accessible to all.
Children are supported by teaching assistants with appropriate skills and training.
<u>Physical Access:</u>
The main school building is fully accessible to pupils with physical disabilities and to wheelchair users.

Disabled toilet facilities are available in the school's main building.
Liaison with relevant outside agencies ensures that all necessary changes in the classroom and wider school environment are made to accommodate individual pupils.
Information Access:
Visual timetables are used in all classrooms. Individual visual timetables are used when needed.
Teaching assistants use visual resources to support children with specific learning difficulties in order to engage them in learning.
Some pupils are also provided with individual copies of information given on the IWB or additional monitors are used should visual tracking be an issue.
There is an open door policy within the school.
Teachers are always happy to chat with parents after school or arrange meetings at a mutually convenient time.
The fortnightly school newsletter is made available to all families.

Accessibility Plan

Targets	Strategies	Outcome	Personnel	Timeframe
Equality and Inclusion				
To ensure that that Accessibility Plan is annually reviewed by FGB.	Clerk to governors to add to agenda as required.	Adherence to legislation and plan reviewed.	Clerk Chair of Governors	Annually
To ensure all policies, where necessary, consider the implications of disability access.	During natural review of policies, consider and include measures to address disability access	Policies are fully inclusive of issues related to disability and reflect current legislation.	Head Teacher Governors	On-going as part of policy review
Increasing access to the curriculum for disabled children and young people	Develop a collective understanding of what it means to be "inclusive" and why it is important. To ensure the school fulfils its duties effectively in relation to the "Disability Discrimination Act"	All staff able to demonstrate inclusive practice	SENDCo	Ongoing
Physical Environment				
To ensure that, adjustments to the school buildings and grounds maintain accessibility for all children and adults	Audit of accessibility of school buildings and grounds by Governors when making building adjustment.	Modifications will be made to building / development proposals to maintain access.	Site Manager SBM Head Teacher	On-going
To ensure building upkeep / maintenance takes account of accessibility requirements	Consider colour / paint schemes for visual impairment needs when re-decorating. Maintain step edgings / outdoor ramps / footpath ramps / signs etc. to a good standard to secure ongoing suitable access	Ongoing school upgrade and maintenance will meet requirements of the Equality Act	Site Manager SBM Head Teacher	Ongoing
Curriculum				
Increasing access to the curriculum for disabled children and young people	Review systems for the early identification of children of who are underachieving or have Special Educational Needs. Develop procedures for auditing SEN so all staff are identifying children who need	Systems effectively identifying children whose progress is causing concern Intervention in place to meet needs and IEPs to show progress	SENCo Teachers	Review termly by SENCo Review as part of IEP review

	intervention as early as possible. Review and improve provision of intervention and support programmes including auditing expertise of each Teaching Assistant and identifying training needs	Training programme in place for all staff		
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	SENCo Teachers	Review termly by SENCo Review as part of IEP review
Written / Other Information				
To ensure that all parents and other members of the school community can access necessary information.	Written information will be provided in alternative formats as necessary.	Parents with particular needs will have the same access to information as any other parent.	Office Manager Administrator	As necessary
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone, Microsoft Teams or send home written information.	Parents will be informed of their children's progress.	Headteacher Teachers	Thrice a year

Date:	August 2020
Approved by FGB:	October 2020 November 2023
Review date:	November 2023 November 2024