



# Accessibility Plan

## 2020-2023

Reviewed	September 2020
Frequency of Review	Every 3 years
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Approved by:	Full Local Advisory Board on Nov 2020

# ACCESSIBILITY PLAN 2020 to 2023

This document is a statement of the Accessibility Plan adopted by Seagrave Village Primary School.

## Vision Statement

1. Requirement under the Equality Act 2010 for schools to have an accessibility plan
  - 1.1. Seagrave Village Primary School has a duty to carry accessibility planning for disabled pupils, as set out under the Disability Discrimination Act. This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.
  - 1.2. This accessibility plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the Local Advisory Board will improve equality of opportunity for disabled people.
  - 1.3. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Local Advisory Board has had 3 key duties towards disabled pupils under part 4 of the DDA:
    - Not to treat disabled pupils less favourably for reasons related to their disability
    - To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
    - To plan to increase access to education for disabled pupils.
2. **The Purpose of the Plan.**
  - 2.1. The purpose of the plan is for the Local Advisory Board of Seagrave Village Primary School to set out its proposals to increase access to education for disabled pupils in the 3 areas required by the planning duties of the DDA:
    - increasing the extent to which disabled pupils can participate in the school curriculum;
    - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
    - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
3. **Definition of disability according to the Equality Act 2010**
  - 3.1. The Equality Act 2010 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'.

#### **4. School values**

4.1. At Seagrave Village Primary School we are 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 the school. This is reflected in our school aims, which states:

- With the co-operation and support of parents, staff and governors, we are committed to being a caring and inclusive school.
- We aim to deliver a world class education where learning and teaching and exciting, challenging and creative within a safe, nurturing environment.
- We endeavour to promote self-esteem, independence, resilience and self-motivation.
- We aim to assist pupils in developing skills to become independent life-long learners who will succeed and contribute responsibly in the global community.
- We aim to secure an inclusive learning environment and to support individual pupils:
  - with special educational needs
  - with disabilities

#### **5. How the plan links to other documentation and policies**

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

- Curriculum Policy
- Special Educational Needs Policy
- Equality Policy and Objectives
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- Vision Statement and Aims

#### **6. How the plan will be shared**

The plan will be published on the school website where it will accessible to pupils, parents, staff and other stakeholders.

#### **7. Internal and external monitoring procedure**

7.1. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the 3 year period ahead of the next review date. This plan will be updated in July 2023 .

#### **8. The plan's focus on the physical environment, curriculum, and written information**

8.1. The Seagrave Village School Accessibility Plan considers 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:

- **Increasing access for disabled pupils to the school curriculum** – Improving teaching and learning lies at the heart of the school's world. 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 school life. Consequently, all children have been encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits.
- **Improving access to the physical environment of the school** - We will consider the needs of all pupils when ensuring accessibility to the all classrooms. Provision for new pupils or those who develop a specific need, will be developed in consultation with parents and external agencies, where necessary. We currently have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.
- **Improving the delivery of written information to disabled pupils** – This will include planning to make written information that is normally provided by the school to its pupils available for disabled pupils. Examples might include handouts, reading books and information about school events. The information should take account of pupils and parents with disabilities and their preferred formats and should be made available within a reasonable timeframe. In planning to make written information available for disabled pupils we again need to establish the current level of need and be responsive to changes in needs. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

## 9. Training

- 9.1. 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.

## 10. Current Range of Known Disabilities and Provision

- 10.1. The school is built on one level with the offices being located on a second floor so that access via stairs is required. However this access is rarely needed by children themselves and meetings for disabled visitors for school can be held in the library on the main level. Within the Foundation Stage area there is an accessible toilet. The main school building can offer wheelchair access to the class 1 and EYFS rooms via a ramp. There is one set of steps up to the class 2 room and to the main entrance with rails and yellow markings across each step.
- 10.2. At the end of each academic year, if necessary we take advice from both the hearing and visual impairment services as to which classrooms would be most suitable for individual children for the following academic year according to their need.
- 10.3. For children with higher level needs we carry out a yearly risk assessment on the classrooms to make sure they meet that child's needs e.g. doors or high handles on classrooms where children may be a 'flight risk'.
- 10.4. Learning Support Staff provide extra support for pupils with a high level of need at playtime/lunch times.
- 10.5. When a pupils' disability might prevent access to the curriculum we seek to modify our

approach to the curriculum or alter our physical arrangements by making reasonable adjustments. Practical examples of how we achieve this include:

- Providing pupils with physical disabilities with appropriately adapted or different activities or equipment in PE
- Providing opportunities for individual additional support in lessons and during playtime/lunchtimes
- Use of symbols and sign language – Makaton
- Providing additional equipment in conjunction with external agencies ie Visualiser for a pupil with Visual Impairment
- Reorganising the classroom layout to improve pupil movement and access when a child needs a wheelchair or additional equipment.

11. Supporting partnerships to help develop and implement the plan, for example with the local authority, trust or federations

## 12. Complaints procedures

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or the SENDCo. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the Head Teacher who will either contact you by telephone or arrange a meeting. If necessary the parents may complain to the governors, our SEND Governor is Mrs Alison Heathcote. If they are still dissatisfied, may take their complaint to the LA's statutory SEND disagreement resolution process.

Signed by Headteacher: :..... Date:.....

Signed by Chair of Governors:..... Date:.....

## Inclusion Statement from the National Curriculum

### 4. Inclusion

#### Setting suitable challenges

4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

#### Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.2 Teachers should take account of their duties under equal opportunities legislation that covers disability, race, religion or belief, sex and sexual orientation.

4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEND Code of Practice will include advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEND Code of Practice will outline what needs to be done for them.

4.4 With the right teaching, that recognises their individual needs, many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Aims and Objectives:

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Objective	How	People	Resources	Timescale	Success Criteria	Monitoring
To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND.	SENDco to provide training or arrange external agencies to complete training where a specific need is identified.	SLT SENCo SENCoNET	Staff training costs Visiting speakers/trainers	On going	All staff have a deeper understanding of how to support children with SEND	Head Teacher SLT Inclusion Lead Teachers
Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Risk assessments.	Headteacher EVC Co-ordinator (DHT)	Leaders planning time for risk assessments Pre-visits where possible	Ongoing	Risk assessments are monitored by EVC co-ordinator.	Head Teacher  School Visits Co-ordinator. Trip leaders. Feedback from pupils
Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	PE Leader Leaders of after-school clubs	Budget for clubs provision New equipment as needed	Ongoing	Disabled pupils and those with SEN are well catered for.	Head Teacher Feedback from parents and pupils

Objective	How	People	Resources	Timescale	Success Criteria	Monitoring
Ensure pupils with emotional, social, behavioural and mental health difficulties are supported in school	Ensure external agencies are involved where necessary e.g. SN, GP, EP, CAMHS Intervention groups are planned and delivered Close working with parents and carers	Headteacher SENDCo Class teachers	Budget for intervention and resources	Ongoing	Pupils with emotional, social, behavioural and mental health difficulties needs are met.	Headteacher Feedback from pupils/parents
Create effective learning environments for all utilizing feedback from pupil groups	Reinforce responsibilities of all teachers as outlined in the NC Inclusion Statement Circulate "Reasonable Adjustments" Classroom Checklist to all staff Ensure all classrooms are resourced and organized in accordance with pupils needs Seek feedback from School Council	SENCo Class Teachers	Time for teachers to put in place 'reasonable adjustments'	Ongoing	Personalised support is well tailored to engage with every aspect of the curriculum. Evidence from planning that opportunities in all areas of the curriculum are in line with revised objectives	Learning Environment Audit by SENCo Lesson Observations and Planning Scrutiny by SLT



Objective	How	People	Resources	Timescale	Success Criteria	Monitoring
Ensure the new curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. e.g PECS/Makaton Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All Staff Subject leaders Advisors for sensory impairments Subject advisors	New curriculum costs Resources Subject leader release time	Ongoing	Personalised support is well tailored to engage SEND pupils with every aspect of the curriculum.	Head Teacher SLT Inclusion Leader
To promote positive attitudes to disability	Review PSHE Curriculum Involve local disability groups in assemblies and visits to school. Regular items for highlighting achievements of pupils with disabilities Take part in National initiatives such as Autism Awareness week, Mental Health and Well being Week,	SENCo & PSHE Coordinator	Senco time, visiting speakers.	Ongoing	Pupils display understanding and sensitivity to needs of others	Headteacher
To make documents/information available in alternative formats	Identify pupils and parents who may need to access information in different formats e.g interpreters, signers Large print and audio formats to be made available as and when required. Review accessibility of newsletters and letters for parents. Monitor uptake of alternative formats	Admin staff	ICT	Ongoing	School providers pupils and parents who may need to access information in different formats.	SENCo

Access Audit

Feature	Description	Action to be taken	Person Responsible	Date to complete action by
Number of storeys	2 storeys – office access and staff toilet on second floor	Children do not need to access the upstairs offices. Downstairs office area can be used by staff struggling with the stairs	KL	
Corridor Access	Accessible through two entrances and ramps	No action	KL	
Lifts	None			
Parking Bays	None			
Entrances	1 disabled access point at the front of the school 1 access at the rear	Improve surface at the rear of the school to aid wheelchair access	KL	09/2022
Ramps	1 disabled access point at the front of the school 1 access at the rear	No action		
Toilets	Accessible toilet in EYFS classroom	No action		
Reception Area	Accessible via rear entrance or through class 1	No action		
Internal Signage	Clear and visible	No action		
Emergency Escape Routes	This would need to be risk assessed if a wheelchair user was to come to Seagrave.	Move to suitable classroom for wheelchair emergency routes	KL/KB	In response to a wheelchair user joining or visiting