



**Shaftesbury C of E Primary School
Part of the Southern Academy Trust**

Accessibility Plan

April 2017 to September 2020

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Shaftesbury C of E Primary School.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy and related SEN information report;*
- *policy for Supporting pupils at school with medical conditions;* and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Action Plan

3. Our vision and aims

Shaftesbury C of E Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Shaftesbury C of E Primary School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Early appointments, often before starting school, occur between the Headteacher, parents and SENDCo to ensure that the school has the correct facilities to cater for pupil need.

Curriculum

Shaftesbury C of E Primary School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of attachment disorder and ASD on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and the school environment;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).]

Physical Environment

Shaftesbury C of E Primary School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- dedicating 4 parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet with shower and changing facilities;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Information

Shaftesbury C of E Primary School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- providing 'easy read' versions of our school policies;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Shaftesbury C of E Primary School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from Educational Partners and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Shaftesbury C of E Primary School will work in partnership with the Educational Partners in developing and implementing this Accessibility Plan and will adopt in principle the Southern Academy Trust's Accessibility Policies/Plans.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the Southern Academy Trust's Accessibility Policies/Plans.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Shaftesbury C of E Primary School's Accessibility Plan will be implemented by Paul Lavis, Head teacher, and the Governing Body. Sufficient resources will be allocated by Shaftesbury C of E Primary School to implement this Accessibility Plan.

6. Monitoring

The Shaftesbury C of E Primary School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governing Body.

The governing body, or proprietor will monitor Shaftesbury C of E Primary School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Shaftesbury C of E Primary School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Shaftesbury C of E Primary School complaints procedure covers the Accessibility Plan.

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Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.</p>	<ol style="list-style-type: none"> 1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training 2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc. 3. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements. 4. Clear guidelines to be followed for the arranging of any school trips/visits 	<p>Headteacher and responsible governor</p> <p>Senior Leadership Team</p> <p>Individual class teachers and SENCO</p>	<p>By April 2017</p> <p>By April 2017</p> <p>By April 2017</p> <p>By May 2017</p>	<ul style="list-style-type: none"> • No out of school activities are planned without consideration of how pupils with a disability will be included; • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events • Pupils and their families feel included in out of school activities.

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Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audit. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>The inside and outside areas of the school require improvement; specifically the areas of:</p> <ul style="list-style-type: none"> • disabled access to the new Early Years Village 	<p>1. Ensure building plans provide the appropriate access for disabled pupils and adults</p>	<p>Headteacher & Site Manager</p>	<p>September 2017</p>	<ul style="list-style-type: none"> • The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards; • Pupils with disabilities and their families are easily and quickly able to access the school building.

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Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website</p>	<ol style="list-style-type: none"> 1. All written information available to pupils and their parents will be considered in detail by the SLT, parent links and the school council. Pupils with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future pupils during this exercise; 2. The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools. 	<p>Senior Leadership Team, SENCO, parents, pupils and other staff where appropriate (e.g. Library and Reception staff).</p> <p>Deputy Headteacher and SENCO (PST)</p>	<p>December 2017</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • All future written information is designed with the specific needs of disabled pupils in mind; • Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; • Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.
<p>The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need</p>	<ol style="list-style-type: none"> 1. Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs; 2. A communication audit by SALT and other specialist services as appropriate to the needs of pupils at the school; 3. Specific training for those developing written information for the school and class teachers supporting pupils with specific needs. 	<p>Headteacher & SENDCo</p> <p>SENDCo</p> <p>HT</p>	<p>October 2017</p> <p>October 2017</p> <p>December 2017</p>	<ul style="list-style-type: none"> • Staff are aware of the different ways in which pupils take on and learn new information; • Thought is given to all future communication with disabled pupils in mind; • The school is more effective in meeting the needs of pupils with a disability; • Pupils with a disability and their parents feel welcome and confident

				that their needs are being met.
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