



Preshute Church of England Primary School Accessibility Plan – 2017 to 2020

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 for 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.

At Preshute CofE 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. 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.
2. Preshute CofE 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 the school.
3. The Accessibility Plan shows how access is to be improved, where possible, 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 original part of Preshute School dates back to 1845. The building was extended over the years, but is on different levels making accessibility to several parts of the site difficult for anyone who has restricted mobility.**
4. The Accessibility Plan contains relevant and timely actions to:-
 - 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 schools 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;

- 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;
 - Improve 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 timeframe.
5. The Accessibility Plan relates to the key aspects of 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:
 - Behaviour Management Policy
 - Curriculum Policy
 - Critical Incident Support Plan
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Equality Plan
 - School Prospectus/Website
 - School Improvement Plan
 - Special Educational Needs and Disability 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 this 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 SENCo and a nominated governor.
 12. 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.

Approved:

Date:

Preshute Church of England Primary School: Accessibility Planning

Improving access to the physical environment

	Targets <i>(What you want to achieve)</i>	Strategies <i>(How you audit, gather evidence, and plan what you need to do)</i>	Outcomes <i>(What will happen as a result of your action)</i>	Timescale
Short Term	<p>Ensure low level lighting is sufficient to access key stage 1 and any steps.</p> <p>Discuss with the Strategy and Finance Committee accessibility to the proposed building.</p>	<p>Safety walk when dark to assess lighting.</p> <p>Discussion about the accessibility and arrangements if an existing pupil/ member of staff could not access the building.</p>	<p>Appropriate lighting will be installed.</p> <p>A statement showing contingency plans would be made.</p>	
Medium Term	<p>To make the 'reflection area' more multi-sensory.</p> <p>Plan of the school layout to be made available to all pupils, parents/ carers and visitors.</p>	<p>School council to consider ideas. Possible DT project for a class.</p> <p>School plan to be drawn up when new build has been completed.</p>	<p>Quiet area for children to use.</p> <p>Layout available for all in reception on the website.</p>	
Long Term	<p>Top ramp to be safe.</p> <p>Doors to be painted a contrasting colour to walls.</p> <p>Sections of the school to be colour code for clarity (consider for new build.)</p>	<p>Discussion of possibilities to make it safer.</p> <p>Discussion when new build complete.</p> <p>Discussion when new build complete.</p>	<p>Safe ramp.</p> <p>Children, staff and visitors can navigate the school with ease.</p>	

Improving access to the curriculum

	Targets <i>(What you want to achieve)</i>	Strategies <i>(How you audit, gather evidence, and plan what you need to do)</i>	Outcomes <i>(What will happen as a result of your action)</i>	Timescale
Short Term	<p>To ensure that all children with additional needs are involved in the IEP and Annual Review process where appropriate.</p> <p>Appropriate staff are aware of Health Care Plans.</p> <p>School Homework Policy recognises and allows for the additional needs of some disabled pupils, e.g. the amount of time it takes at home to do therapy or undertake daily living tasks.</p>	<p>Teacher/ TA to meet with children to get their views. SENCo ensure their views are given when appropriate.</p> <p>Staff have access to Care Plans and relevant training.</p> <p>Add a statement to the policy.</p>	<p>Children feel involved and listened to.</p> <p>Staff can meet the health needs of the pupil.</p> <p>Children are seen as individuals and parents and children understand that Preshute does consider this with homework (amount given/ timings).</p>	
Medium Term				
Long Term	<p>All staff have manual handling training.</p> <p>Where appropriate, staff to attend multi- disciplinary training.</p>	<p>Book training when necessary.</p> <p>As above.</p>	<p>Staff move things safely and correctly.</p>	

Improving access to information

	Targets <i>(What you want to achieve)</i>	Strategies <i>(How you audit, gather evidence, and plan what you need to do)</i>	Outcomes <i>(What will happen as a result of your action)</i>	Timescale
Short Term	<p>If parents are not able to access the school site for parents evening/ meetings, alternative plans are made where possible.</p> <p>Ensure paper copies of any forms are made available on request.</p>	<p>Discussion with parents when appropriate.</p> <p>Parents know they can be made available.</p>	<p>Parents/carers can meet with teacher as and when necessary.</p> <p>Papers have access to all information.</p>	
Medium Term	<p>Staff have received training on how to effectively communicate with all pupils.</p> <p>Staff are aware of technology and practices developed to assist pupils with disabilities.</p>	<p>Training as and when needed. Access appropriate support and advice.</p> <p>As above.</p>	<p>Staff and pupils communicate effectively.</p>	
Long Term	<p>On request, letter/ reports to parents/ pupils are available in different formats e.g: braille, audio, large print.</p>	<p>Parents to be made aware that letters can be made available in different formats.</p>	<p>Parents/carers have access to information.</p>	