

St Andrew's CE (VA) Junior School

Accessibility Plan and Policy



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Date	September 2019
Author	St. Andrew's CE (VA) Junior School
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Modification history			
Version	Date	Description	Revision author
1.0	September 2017	Updated and new plan	AJ
1.1	October 2018	Updated 1.1 & 3.1	AJ
1.2	September 2019		AJ



ST. ANDREW'S CE (VA) JUNIOR SCHOOL



"Promoting Excellence Within a Caring Christian Community"

Accessibility Plan & Policy

1 Introduction

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

The school provides reasonable wheel chair access from Waterloo Road to the main school entrance and to all classrooms via the playground. There is also disabled access to Jigsaw room (for before and after school care). Three disabled toilets are available in school. The school has good natural lighting and is almost entirely a flat site.

1.2 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.

1.3 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 structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the school governors 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. Aims and objectives

2.1 St Andrew's CE (VA) Junior School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

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

2.3 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 DDA). 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.

3. Reviewing the Accessibility plan

3.1 The Action Plan for physical accessibility relates to the most recent Access Audit of the School,. We carry out our own internal Access Audit. When appropriate, specialist advice from the SEND Calderdale team is sought.

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.

4. Monitoring

4.1 An accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. This guidance also requires that the Accessibility policy is reviewed every three years. The policy must be approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the Headteacher.

St Andrew's Junior School acknowledges 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.

Accessibility Action Plan September 2017 - 2020

Action Plan A – Improving Physical Access and Exits

	Focus Area	Findings/ comments	Time Scale	Priority	Cost	Who is responsible
1	Car park	No designated disabled parking space. Disabled parking space to be marked out	COMPLETED	High	TBC	SBM/ Site Manager
2	Signage	Signage directing visitors to main entrance needs improving. New signage to be purchased	COMPLETED	Medium	TBC	SBM/ Site Manager
3	Movement around school	Single storey building – wheelchair friendly. Wheelchair access ramps from playground to all areas apart from Year 3. Ramps would need to be installed at these entrances if a child who is a wheelchair user was admitted to the school. The main entrance can be used as an alternative at the moment.	COMPLETED	Low		SBM/ Site Manager
4	Keep corridors and classrooms free from obstruction	Keep all corridors free from obstruction. Keep classrooms tidy so that wheelchairs can move around the classroom with ease.	Ongoing	High	None	Class teachers/ support staff/ site manager

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Action Plan B – Improving Curriculum Access

	Focus Area	Actions	Time Scale	Priority	Cost	Who is responsible
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND and EAL pupils.	Ongoing	High	SLT release costs	SLT & SENCO
2	Interventions	SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Ongoing	High	Resourcing costs of identified areas to develop	SENCO
3	Classrooms are organised to promote the participation and independence of all pupils	SENCO to carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing	High	Possible resource implications where gaps are identified	SENCO
4	Ensure that all whole school worships are accessible to children who have a hearing impairment	SENCO to meet with hearing impairment team and take ongoing advice on how to meet the needs of children with a hearing impairment.	Ongoing	High	Not applicable	SENCO

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5	Staff training in the production, implementation and review of Provision maps and PPPs and monitoring systems.	SENCO to deliver staff training to teaching staff.	Ongoing	High	Not applicable	SENCO
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Action Plan C – Improving the Delivery of Written Information

	Focus Area	Actions	Time Scale	Priority	Cost	Who is responsible
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	High	Not applicable	Deputy Head

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2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing	High	Not applicable	Deputy Head
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