

ST ANN'S C.E. PRIMARY SCHOOL,
NURSERY
& EARLY LEARNERS



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St Ann's CE Primary School, Nursery and Early Learners

School is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Plan is driven by this principle and underpinned by the legal framework.

1 Legal Framework

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disabilities code of practice: 0 to 25 years (July 2014)
 - Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

2 Definition of 'Disability'

The Equality Act defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (S6(1)).

This means that, in general:

- the person must have an impairment that is either physical or mental (see paragraphs A3 to A8);
- the impairment must have adverse effects which are substantial (see Section B);
- the substantial adverse effects must be long-term (see Section C);and
- the long-term substantial adverse effects must be effects on normal day-to-day activities (see Section D).

A disability can arise from a wide range of **impairments** which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia;
- auto-immune conditions such as systemic lupus erythematosus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;



- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning disabilities;
- mental health conditions with symptoms such as anxiety, low mood, panic attacks, phobias, or unshared perceptions; eating disorders; bipolar affective disorders; obsessive compulsive disorders; personality disorders; post-traumatic stress disorder, and some self-harming behaviour;
- mental illnesses, such as depression and schizophrenia;
- produced by injury to the body, including to the brain.

3 The Accessibility Plan

The school's plan, over time, is to increase the accessibility of provision for all pupils, staff and visitors to the school. This will reduce and eliminate barriers to participation in the school community for pupils, prospective pupils, staff and visitors with a disability.

The Accessibility Plan will contain relevant actions to:

- Improve 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.
- Increase access to the **learning** curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life. 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 delivery of **information** to all members of the school community which is provided in writing for those who do not have a disability. This involves assessing the school's whole provision of information, including signage, literature and subject specific material, and devising a plan for delivery of information, should the need arise.

Attached is an audit and associated action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability, prejudice and discrimination; this accompanies the need to challenge and inform our attitudes and all those who are part of the school community.

When auditing access and drawing up the Accessibility Action Plan the following stakeholders will be consulted: Governors, Head teacher, SENCO, Senior Leadership team, staff, children and parents.



The Accessibility Plan should be read in conjunction with other policies, strategies and documents:

Curriculum Policies, Equal Opportunities and Diversity, Staff Development, Health & Safety (including off-site safety), SEND, Behaviour Management, Teaching and Learning, School Improvement Plan, Anti-Bullying

3.1 Physical Access

- improving the extent to which disabled students are able to take advantage of education and intervention.

The physical environment includes things such as steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors - into reception, adapted toilets and washing facilities, adjustable lighting, medical room and blinds.

Physical aids to access education cover things such as ICT equipment, enlarged screens or keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills such as specialist pens and pencils.

Constraints - St Ann's CE Primary School will take all reasonable measures to ensure access. However, financial, practical and design constraints do apply.

3.2 Learning Access

- increase the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school, classroom organisation and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many reasonable adjustments to access will be dependent on individual needs.

3.3 Access to information

- improving the delivery of information to pupils with disabilities.

Any pupils requiring additional support are clearly identified on entry to St Ann's CE Primary School and throughout their time in school. Those requiring specific support with communication are known by staff, so their needs can be met through differentiation and reasonable adjustments.



4 Physical access audit and plan

ITEM	ISSUE	YES	NO	N/A	EVIDENCE	ACTION PLAN
1	Is furniture and equipment selected, adjusted and located appropriately?	✓			All new sinks at child height. Furniture sourced from Occupational Therapy, as appropriate.	
2	Are pathways and routes logical and well signed?	✓				New signs for Fire Assembly points to be purchased
3	Do you have emergency and evacuation procedures to alert all students?	✓				
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	✓				
5	Do furniture layouts allow easy movement for students with disabilities?	✓				
6	Are quiet rooms/calming rooms available to children who need this facility?	✓				
7	Are car parking spaces reserved for disabled people near the main entrance?	✓				
8	Are there any barriers to movement around the site and to the main entrance?		✓			
9	Are steps needed for access to the main entrance?		✓			
10	Do all those steps have contrasting edging?			✓		
11	If there are steps, is a ramp provided to access the main entrance?			✓		
12	Is there a continuous handrail on each ramp	✓				



ITEM	ISSUE	YES	NO	N/A	EVIDENCE	ACTION PLAN
	and stair flight and landing to the main entrance?					
13	Is it possible for a wheelchair user to get through the principal door unaided?	✓				
14	If no, is an alternative wheelchair accessible entrance provided?			✓		
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	✓				
16	Do all internal doors allow a wheelchair user to get through unaided?		✓		Some assistance with opening doors may be required. Wheelchair users would need to be accompanied.	
17	Do all the corridors have a clear, unobstructed width of 1.2m?	✓				
18	Does each corridor /building have a wheelchair accessible toilet?	✓			Disabled toilet near main entrance and in medical room	
19	Does the relevant block have accessible changing rooms/shower facilities?	✓			All toilets are large enough to accommodate changing. No showers facilities.	
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?			✓		
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?			✓		
22	Is there a continuous handrail on each internal stair flight and landing?			✓		



ITEM	ISSUE	YES	NO	N/A	EVIDENCE	ACTION PLAN
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.			✓		
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	✓				
25	Are non-visual guides used to assist people to use the buildings?		✓			Would require specific risk assessment based on individual need.
26	Could any of the décor be confusing or disorientating for students with disabilities?	✓			Yellow lines painted around or on some outside equipment. Lighting in corridor changed to support VI pupils	Risk assessments and adjustments are made based on individual needs.
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		✓		Any hearing impaired children and adults are accompanied and would be visually notified if the alarm was raised.	
28	Is a hearing induction loop available (either fixed or portable) in the school?		✓		No hearing loop at present, but school have used one in the past	
29	Are steps taken to reduce background noise for hearing impaired pupils?	✓			Staff position hearing impaired pupils appropriately in classroom Some classes fully carpeted.	



5 Learning access and audit

ITEM	ISSUE	YES	NO	N/A	EVIDENCE	ACTION PLAN
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	✓			Training is reviewed frequently in-line with pupil and staff needs. CPD records for individuals. Staff are informed and supported to manage individual needs.	
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓			Training and advice will be sort from external multi-agency professionals, including from the Visual Impairment Team from the local Authority. Parents of the individual child will also be listened to.	
3	Do all staff seek to remove all barriers to learning and participation?	✓				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	✓			Observations Lesson plans	
5	Are all children and young people encouraged to take part in music, drama and physical	✓				



ITEM	ISSUE	YES	NO	N/A	EVIDENCE	ACTION PLAN
	activities?					
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	✓			All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need.	Specific assessments to be carried out based on individual needs and advice sort by external professionals.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	✓			Lesson observations, planning and assessments IEPs	
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	✓				
9	Do you provide access to appropriate technology for those with disabilities?	✓			Large Smart TV screens, large keyboards or mouse, software e.g. Clicker, read, write inc	Specific assessments to be carried out based on individual needs
10	Are school visits accessible to all pupils, regardless of attainment or impairment?	✓			H&S policy Equal Ops policy Risk assessments include information regarding disability	Specific assessments to be carried out based on individual needs and advice sort from external professionals and parents



6 Information access and audit plan

ITEM	ISSUE	YES	NO	N/A	EVIDENCE	ACTION PLAN
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	✓				Would require specific assessments based on individual need and liaising with VI team within the local authority.
2	Do you have the facilities such as ICT to produce written information in different formats?	✓			written communication follows an agreed house style using an appropriate font and size. Alternatives to black printing on white paper are available. Font size 12 or greater used. Different colour paper used.	
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	✓			PowerPoint used at workshops and parents' meetings. Website updated regularly.	

