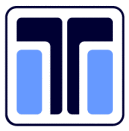
**St Thomas CE (VC)**

**Primary School**

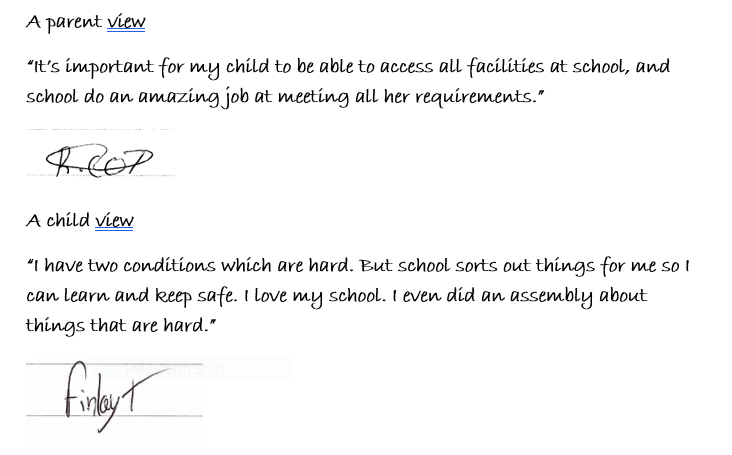


**Accessibility Policy**

**incorporating**

**Accessibility Plan**

|  |  |
| --- | --- |
| **Policy written:** | **September 2023** |
| **Policy approved by Governing Body on:** | **Originally July 2022**  **To re-ratify Nov 2024** |
| **Review Date:** | **September 2026** |



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**Statement of intent**

**St Thomas CE (VC) Primary School** is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* United Nations Convention on the Rights of the Child
* United Nations Convention on the Rights of Persons with Disabilities
* Human Rights Act 1998
* The Special Educational Needs and Disability Regulations 2014
* Education and Inspections Act 2006
* Equality Act 2010
* The Education Act 1996
* The Children and Families Act 2014
* The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
* DfE (2014) ‘The Equality Act 2010 and schools’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’

This policy operates in conjunction with the following school policies:

* Early Years Policy
* Special Educational Needs and Disabilities (SEND) Policy
* Equality, Equity, Diversity and Inclusion Policy
* Admissions Policy
* Behavioural Policy
* Supporting Pupils with Medical Conditions Policy
* Administering Medication Policy
* Anti-Bullying Policy
* Curriculum Policy
* Health and Safety Policy
* School Development Plan
* Data Protection Policy

# Definitions

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

In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

# Roles and responsibilities

The governing board will be responsible for:

* Monitoring the Accessibility Plan.
* Approving the Accessibility Plan before it is implemented.

The headteacher will be responsible for:

* Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board
* Ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary.
* Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
* Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
* Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENCO will be responsible for:

* Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

Staff members will be responsible for:

* Acting in accordance with this policy and the Accessibility Plan at all times.
* Ensuring that their actions do not discriminate against any pupil, parent or colleague.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin, in line with the Administering Medication Policy.

# Accessibility Plan

The school’s Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. It will be presented as either a freestanding document or as part of another document, such as the School Development Plan. The Accessibility Plan will be structured to complement and support the school’s Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

* To increase the extent to which pupils with disabilities can participate in the curriculum
* To improve and maintain the school’s physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
* To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in **September 2026**. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The plan will be audited every 6 months to define next steps.

Addition October 2023 – plans/works not carried out rolled forward into continuation plan show below in red.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school’s Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

During Ofsted inspections, the inspectorate may include the school’s Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

# School context

St Thomas CE VC Primary school is proud of it’s inclusive nature; our children, staff and community have a wide range of additional needs and we do our best to make the school grounds and the learning experience accessible to all. Current role includes children with a visual impairment, physical impairment, hearing impairment, sensory issues as well as many needs related to SEMH; we work constantly to improve accessibility for all.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Target | Who | Timescale | Success criteria | Complete |
| **ACCESS TO CURRICULUM** | | | | |
| 20-23 Effective use of learning aids and specialised equipment to increase access to the curriculum for all pupils | SENDCO  Class teacher | VI audit May 2022  PI audit June 2022  HI audit June 2022  ASD/ADHD audit July 2022  Revisit all in September along with  C&L resources audit | All advice from outreach partners is implemented fully for every child with a PI/VI/HI plan.  All ASD children have a personal visual timetable and adaptations shown within the planning.  All ADHD children have time and space timetabled for brain/energy breaks  Children with C&L consistently have concrete resources for learning at the ARE they are working at. | REVIEW  VI complete and fed back.  Complete, monitoring on SLT moderation timetable  Complete; more areas now available; Roots and Shoots, Nest, Sensory Room, downstairs hall  Achieved and monitored by subject leads. |
| All staff familiar with the Hierarchy of Need provision | Helen Plaskitt  SENDco  Class teachers | CPD Spring 2022  SENDco to revisit Summer 2022 with support staff | Children with a high level SEMH need have a support plan to enable them to stay in school. | Helen Plaskitt CPD,completed.  SENDCO revisit with support staff, complete.  Support plans in place for high needs children, managed through the Nest and Roots and Shoots. |
| Termly learning support meeting to assess and address pupil needs and next steps | SENDco  Class teacher | End of each term SENDCO to spend a week meeting with every teacher 1:1 | Children have up to date targets.  Referrals to other agencies respond to identified need. | Complete End of Spring Term 2022.  Next one due end of Summer Term.  Now happening termly for all staff, but half termly for key staff. |
| Audit access in PE and sporting events eg Sports Day | PE coordinator | Summer Term 2022 | The specific needs of children are met through appropriate resourcing and adaptations.  Disabled access to the top field is clearly mapped and marked. | Have contributed to accessibility survey for swimming from Newsome High School (no response/ action as yet).  Sports Day was totally inclusive.  Only area we cannot be fully inclusive is the BMX track, however children with SEND can access cycling on the tarmacked playgrounds. |
| **NEW 23-26**  Effective use of adaptive technology and AI learning aids to increase access to the curriculum for all pupils and to support teachers with provision | ICT lead  SENDco | Research by Dec 23  Split into phase 1,2,3  Build phase 1 part into budget for budget year 24/25  Build phase 2 into budget year 25/26  Build phase 3 into budget year 26/27 | Adaptive Technology and AI improves the provision for children and supports teachers in meeting need | Initial F & M audit done to check security of current IT systems. 9/23 |
| Report on barriers to access to sports field and outdoor learning area | PI Outreach team +  Mobility services via physio and Occ Ther | Report to be completed by December 2023.  Costings by Feb 2024.  Potential for budget allocation considered Feb/Mar 24 | By the end of 3 years, a hard surfaced path to the sports field and the outdoor learning area, implemented via the budget or grant aid. |  |
| **ACCESS TO PHYSICAL ENVIRONMENT** | | | | |
| 20-23 Minibus to be relocated from the disabled parking space | Head  Business Manager | By September 2022 | Parking for people with a disability will be freed up to meet Equality act 2010. | REVIEW  Discussed with governor so far.  Now in place. 3 staff with disabilities have allocated parking near back door due to parking of minibus relocated. |
| Number of disabled bathrooms to be increased | Office Manager  Contractors | By September 2022 in the first instance | There is a disabled bathroom with a changing bed in the lower KS2 corridor with a hoist. | Achieved; 3 disabled bathrooms available, all accessible (some use of lifts needed) |
| Children with a disability have equal access to the sports field | Head  Office Manager | By Summer 2023 | Children with mobility aids can access the sports field. | Not achieved. Wheelchair and walker cannot currently access field and outdoor learning area. |
| ACCESS TO INFORMATION | | | | |
| Understand the needs of pupils and ensure information is available in relevant formats;  ~Large print  ~Pictorial of symbolic representation | Outreach services  SENDco  Class teacher | By Summer 2022 | Pupils have access to curriculum information and all other school information in a format that meets their needs. | VI partly complete.  VI audit shows now in place. VI outreach actively involved on a fortnightly basis for 6 children. |
| Provide hardware and software to support the teaching and learning of children with a specific need | MINT  Office Manager  Class teacher | By Summer 2022 | Children with a VI have a personal ipad which mirrors the Smartboard.  Children with a coordination problem have access to a laptop for writing. | Achieved |
| Adults and children to have access to the sports field and outdoor learning area | See above |  |  |  |
| Door bells on classroom doors for children in wheelchairs/ walkers | SENDCO  Admin staff | By December 2023 for current children | M al D and P O’ S will be able to independently gain access to their own classrooms |  |

# Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

# Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of children with an EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil’s specific needs.

# Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The head of department for each subject and the SENCO will work together to adapt a pupil’s Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. ‘pupil passports’.

Specialist resources are available for pupils with visual impairments, such a large print reading books. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

# Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. The school will review the building and identify parts of the school to which disabled pupils have limited access to

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There are provisions for nappy changing and showering.

Where entrances to the school are not flat, suitable alternative routes will allow access to that part of the building. The accessibility plan will take into account those areas and plan accordingly to make reasonable adjustments.

# Monitoring and review

This policy will be reviewed on an **annual** basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.