

# Accessibility Plan

## Potters Gate CE Primary School

Review Period:	3 Yearly
Next Review Due:	March 27
LC Lead	Inclusion Lead
Staff Lead	Inclusion Lead

**“I have come that you may have life - life in all its fullness,” *John 10:10***

***Developing in our children the ability to find joy in life, the natural world, finding moral and spiritual strength for their own lives.***

***We celebrate our differences, welcoming families of different faiths, social and ethnic backgrounds to our school family and share the abundance of what we have with all.***

### Context

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Local Committee are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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) an 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 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.

### Objectives

Potters Gate Primary School is committed to providing an environment that enables full curriculum access and includes 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.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities. We respect a parent and child’s right to confidentiality.

Potters Gate Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It relates to the key aspects of physical environment, curriculum and written information.

### **The Accessibility Plan**

The Plan contains relevant and timely actions to: -

- increase access to the curriculum for pupils with a physical disability and/or sensory impairment, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010). This will include access to all teaching and learning activities and to 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 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.

Whole school training will recognise the need to continue raising awareness for staff and local committee on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Health & Safety Policy
- School Development Plan
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy

It may not be feasible to undertake all of the Accessibility works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The Accessibility Plan will be published on the school website.

## Action Plan A – Improving Physical Access

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Potters Gate Primary School offers a stimulating and creative curriculum for children of all abilities.</p> <p>A wide selection of resources (including staff) and strategies are used which can be tailored to the needs of children who require support to access the curriculum and take an active part in school life.</p> <p>Each term, class teachers monitor and analyse progress of all children including groups, reporting findings and subsequent actions to SLT.</p> <p>Targets are set effectively and are appropriate for children with additional needs.</p> <p>Where necessary, staff draw on information from outside agencies and apply good practice or advised strategies.</p> <p>Each term, parents are informed and can discuss children's progress and provision arrangements.</p>	<p>All staff are trained, feel confident and are supported with issues linked to accessibility and inclusivity in the school context.</p> <p>All children are happy and feel safe in school, emotionally ready to learn.</p> <p>All children (including those with additional needs) make expected or better progress.</p> <p>Local committee are aware of the additional needs of children</p>	<p>Annual audit of training required.</p> <p>Staff kept informed of individual needs as appropriate through CPOMs</p> <p>Positive classroom environments.</p> <p>Nurture Group, ELSA support and Play therapy, Well-being school council (from Autumn 2019)</p> <p>Develop and maintain strong home- school links each year.</p> <p>Strategies put in place termly to enable expected progress and accessibility to curriculum.</p>	<p>Office Manager / Class Teachers/ SENDCo</p> <p>SLT, class teachers</p> <p>Class teacher, SENDCo, HSLW</p> <p>Mental Health Specialist, Yr 2 class teacher and ELSA</p> <p>HSLW</p> <p>Class teachers, Senco, subject leads</p> <p>SENDCo</p>	<p>Checked termly</p> <p>Termly – Sept, Jan, Apr</p>	

	The curriculum is reviewed to ensure it meets the needs of all pupils.	attending Potters Gate Primary School.	SEND local committee to raise awareness with wider governing body.	SEND local committee		
All out-of-school activities are planned to ensure the participation of and access for all pupils.	<p>Staff assess suitability of site through pre-visit check and complete planning checklist and risk assessments to ensure all individual needs can be met as much as possible.</p> <p>Sufficient adult ratios are always met, often with an extra adult.</p> <p>Reasonable adjustments are made to accommodate pupils identified as having difficulties accessing activity safely and fully such as 1:1 support.</p>	All pupils have access and opportunity to participate in out-of-school activities in line with the Educational Visit policy.	<p>Pre-visit checks completed, and planning checklist submitted</p> <p>Risk assessment (school and surrey completed-Evolve)</p> <p>Staff identify where additional needs may require extra support and discuss with HT/ SENCo.</p>	<p>Class teachers</p> <p>Curriculum Lead, Class teachers, Head teacher</p> <p>SENCo/Head teacher</p>	Ongoing	
Improve and maintain access to the physical environment	<p>Potters Gate Primary School is on two levels.</p> <p>The environment is adapted to the needs of children as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bay</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Maintain a safe and accessible environment for all children.</p> <p>Complete all changes to the building and site with accessibility in mind.</p>	<p>Ensure outside agencies working on site comply with accessibility needs and arrangements</p> <p>Monitor sound levels in dining room/ hall and ensure suitable soundproofing added as necessary.</p>	<p>SBM</p> <p>Site manager</p>	<p>Ongoing maintenance</p> <p>When needed</p>	

Improve the delivery of information to pupils with a disability	Potters Gate Primary School uses, where required or advised, a range of communication methods to ensure information is accessible.  Teaching and support staff are aware of difficulties and reinforce information verbally / through symbols as required.	All pupils have access to information as needed.	Staff to work with SENCo/ outside agencies as need arises.	Class teachers  SENCo	When needed	
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### Action Plan B – Improving Curriculum Access

Ref	Key Issues	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Meeting the needs of all learners.	SLT to monitor QFT and provision for SEND pupils.	Each term	High	No additional costs	
2	Interventions	SENDCo set up intervention programmes and formats for recording. TA training in delivering programmes and recording outcomes	Each term	High	Resourcing costs of identified areas to develop	
3	Classrooms are organised to promote the participation and independence of all pupils	SENCo to carry out an audit of classroom layouts, organization of resources and ensure that lessons are planned to meet the needs of all pupils in the class.	September 2019	Medium	Possible resource implications where gaps are identified	

4	Staff training in the production, implementation and review of Intervention programmes and EHC Plans	SENCo to deliver staff training to teaching staff.	Each term	Medium	Not applicable	
5	Staff training in supporting pupils with SEND	SENCo, HSLW and external agencies to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary.	Termly	Medium	SENCo release costs. External specialist costs	Regular updates for Precision teaching - ASD Attachment and Trauma

**Action Plan C – Improving access arrangements for the children in the Special Needs Support Centre**

Ref	Key issue	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Outside areas need updating to provide outdoor learning opportunities	Re-furbish the junior outdoor area	Summer 23	High	£10,000	Autumn 23
		Develop a sensory garden with wheel chair access	Summer 23	Medium	£25,000	
2	Children from Centre need to be included more in mainstream lessons.	HF to run an inclusion project during 2017-18.	On-going	High	£300 for middle leader course	