



SPARKENHOE COMMUNITY PRIMARY SCHOOL

ACCESSIBILITY PLAN 2019 – 2022

INTRODUCTION

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. 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 everyday activities.

The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools. We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- Children's Act 1989
- Health and Social Care Act 2012
- Special Educational Needs (SEN) code of Practice (June 2014).

Legal background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

We believe that all children, including those with special educational needs have a common entitlement to a broad and balanced curriculum and should be able to access all aspects of school life. It is part of our school ethos to treat one another with respect and to ensure that all members of our school community feel safe, secure and have the opportunity to be the best that they can be.



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This plan sets out proposals of the Governing body of the school to increase access to education for pupils with disabilities.

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access the education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not. The information should take account of the pupils disabilities and the preferred format of pupils and parents and be made available within a reasonable time frame. Examples are visual timetables, information about school events, homework and reading books.
- Sparkenhoe Primary School aims to treat all pupils, prospective pupils, staff, governors and other members of the school community favourably and wherever possible takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continue communication with parents, carers other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Building information

Saxby Building

The main entrance, Hall, Nursery, Foundation 2 classes and extended service are accessible for a child in a wheel chair. A lift is available as an alternative to steps, which is designed for wheel chair use to access Year 4 classrooms. There is on-site car parking for staff and visitors at the Saxby building. The main entrance features a secure lobby and has a wide entrance door. Internal corridors are accessible to wheelchair users with support, as doors are not automatic. There are disabled toilet facilities available, one in the entrance foyer and Nursery and one outside year 4 on the upper floor.

Ark Building

This is all on the flat and is accessible for a child in a wheelchair. Includes a mobile access ramp to stage. The Ark has a disabled toilet in the main corridor.



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Gopsall Building

Main entrance and one classroom on the ground floor are accessible for a child in a wheelchair. The rest of the building is not suitable for a wheelchair user. The Gopsall building has a disabled toilet at the rear of the building.

The school has been adapted for users with a visual impairment (e.g. contrasting colours on hand rails, highlighted edges). The external site is extensive and there is ramped access to all play areas although not all equipment is accessible to those with physical disabilities

The school has internal emergency signage and escape routes are clearly marked. When necessary, individuals have Personal Evacuation Plans; these have been shared with staff and are available to see in classroom files.

Information from pupil data and staff audit

Our children come from a diverse range of backgrounds and have a diverse range of abilities and needs. These include, but not exclusively: asthma, eczema, social, emotional and mental health difficulties, hearing or visual impairment, ADHD, physical difficulties, Downs Syndrome and ASD. We collect information from parents, carers and Early Years settings so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure that we provide the right care for their needs.

- The school has competent First Aiders who hold current First Aid certificates



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Targets	Strategies	Outcome	Time Frame	Goals achieved
EQUALITY AND INCLUSION				
To ensure that the accessibility plan becomes an annual item at Governors meeting	Clerk to governors to add list for meeting	Adherence to legislation	Annually	
To Improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate	Whole school community aware of issues	Ongoing	
To ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	Ongoing	
To ensure child recovering from serious medical condition has minimal risk of contracting infections	Parents to be reminded of need to inform school about conditions that might cause problems	Child continues to make good recovery	Ongoing	
PHYSICAL ENVIRONMENT				
Incorporation of appropriate colour scheme to benefit pupils and parents with visual impairments	Seek Advice from LCC sensory support service on appropriate colour schemes, blinds, Lighting	Classes are made accessible to visually impaired children and parents	Ongoing	Physical accessibility of school increased
Ensure emergency evacuation plan includes a strategy for evacuation of disabled pupils, staff, visitors, and community users	Seek advice from Health & Safety Advisor and LCC	Policy includes strategy that ensures immediate exit		Exits for disabled are increased



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Saxby building Adapt a current store room to WC and incorporate a rise and fall changing unit to ensure personal care for the pupils.	Seek advice from occupational therapist and LCC Provide training for staff to attend to pupils needs.	Positive Wellbeing and personal care, independence and positive self-esteem. Maximum exposure to the curriculum	In Progress	
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEN	SENCO to review the needs of children and provide training for staff as needed	Children can access the curriculum	Ongoing	
To ensure that all children are able to access all out- of school activities. Eg clubs, trips, residential visits etc	Review of out of school provision to ensure compliance with legislation	All Providers of out-school education will comply with legislation to ensure that the needs of all children are met	Ongoing	
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed	Children will develop independent learning	Reviewed by SENCO	
WRITTEN INFORMATION				
To ensure all parents and other members of the community can access information	Written information will be provided in alternative formats as necessary	Parents are able to access information about their child and other important information	As Needed	



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Ensure parents who have a disability can access parents' meetings.	Staff to hold meeting on ground floor or by phone or video.	Parents are informed of children's progress	As Needed	
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Monitoring and Evaluation

The success of our plan will be measured against

- outcomes of the pupils on the SEND register.
- attendance records- including after school clubs
- feedback from pupils, parents and staff
- the inclusion of SEND issues in staff development planning.
- evidence (in plans and lesson observation records) of high quality, inclusive teaching strategies across a broad and balanced curriculum
- teacher and support staff awareness of procedures and their responsibilities.

Review of the Accessibility Plan

The plan will be reviewed annually and monitored by the appropriate members of staff and the governing body. The plan will be fully reviewed and revised every three years. The Accessibility Plan is structured to complement and support the school's Single Equality and Disability Equality policies and will be published on the school's website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty. The Accessibility Plan might also be monitored by OFSTED as part of their inspections.

Policy reviewed: March 2021

Endorsed by: Senior Leadership Team/Site Manager/SEND Governor