



St Edward's Church of England  
Primary School

# **Accessibility Plan 2014 - 2017**

**January 2015**



# St. Edward's Church of England Primary School

## ACCESSIBILITY PLAN

### 1.0 Vision Statement

At St Edward's Church of England Primary School, we are committed to creating an environment in which everyone has the opportunity to succeed in all they do. We aim to work together with parents and the wider community to ensure that no persons are treated less favourably in any procedures, practices or service delivery. We aim to promote positive attitudes towards all persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, sex, religion and belief.

This plan shows how St Edward's Church of England Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### 2.0 The definition of disability under the Equality Act 2010

Under the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

## **2.1 Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

## **2.2 Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

## **2.3 Disability and special educational needs**

Many children who have SEN will also be defined as having a disability under the Act. It is likely that many of the children who have SEN and a Statement/EHC Plan or who are at School Support will count as disabled. However not all children who are defined as disabled will have SEN. For example, those with severe asthma or diabetes may not have SEN but may have rights under the Act. Similarly, not all children with SEN will be defined as having a disability under the Act. In particular, some children with emotional and behavioural difficulties have their origins in social or domestic circumstances which may fall outside the agency.

## **3.0 Areas of planning responsibilities**

- 3.1 Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in age relevant school clubs, leisure and cultural activities or school visits).
- 3.2 Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- 3.3 Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe).

## **4.0 Contextual Information**

St Edward's Church of England Primary School has been in its current location since 1976. The school is largely single storey and platform lifts give access to the swimming pool, music room and staff room. Many classrooms have external ramps. A disabled toilet is available in the main school building. The main entrance to the school has level access.

At present we have no wheelchair dependent pupils, parents or members of staff.

## **5.0 Current disability needs in school**

Pupils with disabilities currently in school have the following needs:

- Moderate Learning Difficulties (MLD);
- Autistic Spectrum Disorders (ASD);
- Attention Deficit and Hyperactivity Disorder (ADHD);
- Social, Emotional and Mental health needs (SEMH);
- Hearing Impairment (HI); Visual Impairment (VI);
- Specific Learning Difficulties (SpLD – including Dyslexia and Dyspraxia and Dyscalculia);
- Speech Language and Communication Needs (SLCN);
- Physical disability (PD);
- Diabetes;
- Asthma.

## **6.0 Other relevant information**

The attached Accessibility Action Plan should be read in conjunction with the following policies:

- SEN Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Equality & Diversity Policy;
- LAC Policy;
- Child Protection Policy;
- Procedure for School based staff;
- Job sharing Policy;
- Leave of absence procedures;
- Absence procedure;
- Safer Recruitment Policy.

## 7.0 Action Plan

### 7.1 Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self review and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote quality first teaching and effective learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. All children are permitted to attend age relevant clubs, leisure and cultural activities and educational visits.

Target	Strategies	Success Criteria	Responsibilities	Timescale	Goals achieved
To liaise with nursery/pre-school providers to review potential intake for September 15.	Identify pupils who may need additional to or different from provision for September 15 intake.	Procedures and equipment or resources in place by September 15.	SE/AR/RW/AM	September 2015	
To ensure that all staff provide appropriate access to the curriculum for children with SEND.	Annual audit of CPD needs to ensure staff can meet the needs of pupils with SEND. Provide appropriate training. A differentiated curriculum in place.	Pupils with SEND able to access the curriculum and make good progress in line with their peers.	SE/AR, Class teachers, TAs	ongoing	
To closely monitor progress of all SEND pupils within the school.	LSIM/Class teacher meetings/ half termly pupil progress meetings. Regular book looks. Liaison with parents.	Gaps closing. Progress made towards IEP outcomes. Parents fully involved in their child's programme and progress.	Class teachers/LSIM	ongoing	

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Responsibilities</b>	<b>Timescale</b>	<b>Goals achieved</b>
To ensure that classrooms are optimally organised to promote the participation and independence of all pupils.	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Class teachers/LSIM	ongoing	
Access arrangements to meet individual's needs when taking KS2 SATs will be applied for and support provided when required.	LSIM to ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	LSIM/class teachers		
Review TA deployment as needed to enable pupils to be appropriately supported.	Review annually.	Children have access to support at times they most require it.	SE/LSIM	Annual	
All extra curricular activities are monitored to ensure they are accessible to all children.	Review all extra curricular activities and out of school providers to ensure compliance with legislation.	All extra curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	SE/SW/CH/ class teachers	ongoing	

## 7.2 Improving the physical environment of the school

There are very few parts of the school to which disabled adults or pupils have limited access since the installation of the lift to the music room.

The school will take account of the needs of pupils and visitors with physical difficulties or sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Target	Strategies	Success Criteria	Responsibilities	Timescale	Goals achieved
Any future plans for further development of the building take DDA issues in to account.	Work with LA and architects when planning modernisations.	The school building continues to be accessible for all.	SE/ST	September 2014 onwards	
Refurbish the library taking account of the needs of adults and pupils with disabilities.	Ensure sufficient space for wheelchair users. Consider the needs of VI adults and pupils when planning lighting and computerised library system.	Library fully accessible.	SE/AR/ST	January 2015 onwards	
To develop the Nursery area to accommodate the needs of younger nursery pupils and pupils with sensory needs/behaviour needs.	Carry out audit of space available.	Nursery area meets the needs of all pupils.	SE/RW/AR/ST	February 2015 onwards.	

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Responsibilities</b>	<b>Timescale</b>	<b>Goals achieved</b>
Create a withdrawal room (Rainbow Room) for pupils in upper school with behavioural or emotional difficulties.	Carry out an audit of space available.	A quiet withdrawal space available when required.	SE/ST/AR	September 2015 onwards	
Extend playground facilities to include areas suitable for pupils with disabilities e.g. sensory areas.	Consult landscapers/specialist providers to identify suitable areas and resources.	Playground areas a stimulating environment for all pupils.	SE/AR/ST	September 2016 onwards	
Rearrange the swimming pool changing rooms and WCs to allow for improved wheelchair access	Rebuild men's changing area as appropriate to widen doors, allow sufficient space to turn a wheelchair. Install appropriate showers.	Provide access to swimming pool for more of the school/local community.	SE/ST	September 2016 onwards	

### 7.3 Improving access to information

The school currently makes information to parents/carers available in alternative formats i.e. school website, groupcall etc.

Target	Strategies	Success Criteria	Responsibilities	Timescale	Goals achieved
Continue to develop school website to ensure that information is current and accessible to all.	Year groups to develop their pages to include relevant information	Parents/carers accessing information via school website	SW/class teachers	ongoing	
Ensure that parents/carers are aware of The Havering Local Offer for children, young people and adults with special educational needs and disabilities.	Parents/carers informed of the Local Offer via school website.	Parents/carers aware of services and support available locally for children, young people and adults with special educational needs and disabilities.	SW/LSIM	ongoing	

