



Ottery St Mary Primary School

School Accessibility Plan

2020-2023



Rationale:

At Ottery St Mary Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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 Governors 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) The 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

Ottery St Mary Primary School is committed to providing an environment that enables full curriculum access that values and includes all 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 parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the

parent's and child's right to confidentiality.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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.

This Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors 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 for Learning Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Focus of the Plan:

All groups covered by the Equality Act 2010 including race, faith, disability, gender (including LGBT). The plan also includes minority groups within the school community such as adopted or looked after children, single parent families and low income families.

Key Aims

- To assess the range of families across the school and identify need / potential need
- To undertake staff training in ensuring equal access to education for all

Key Annual Activities:

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| <u>September</u> <ul style="list-style-type: none">• Communicate pupil premium and entitlement to all families via school newsletter | <u>October</u> <ul style="list-style-type: none">• ASP - evaluate achievement and progress of vulnerable groups and individuals• Black History month• Monitor School Improvement Plan | <u>November</u> <ul style="list-style-type: none">• Pupil progress meetings• SLT audit of provision re pupil premium, SEN, disability, FSM and EAL families |
| <u>December</u> <ul style="list-style-type: none">• to be determined in light of emerging trends and needs | <u>February</u> <ul style="list-style-type: none">• Pupil progress meetings• SLT audit of provision re pupil premium, SEN, disability, FSM and EAL familiesSet and cost priorities for school improvement | <u>March</u> <ul style="list-style-type: none">• Science week - profile visitors and scientists from diverse groups |
| <u>April</u> <ul style="list-style-type: none">• Set School Improvement priorities and plan | <u>May</u> | <u>June</u> <ul style="list-style-type: none">• Amend action plans as required |

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| | <ul style="list-style-type: none"> Questionnaire to parents and carers - to include questions on whether they feel we are meeting equality duties | <ul style="list-style-type: none"> SLT audit of provision re pupil premium, SEN, disability, FSM and EAL families Map provision for September Recruitment and preparation as required Feedback parents, pupils, staff and governors views |
| <u>July</u> <ul style="list-style-type: none"> Summative pupil attainment meetings Review of site accessibility Appropriate family information shared to support transition between year groups | | |

Action Plan

Access to the Curriculum

| Impact on quality of provision for children | Actions | Timescale | Lead Person | Impact |
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| Develop a range of learning resources that are accessible for pupils with different needs and/or disabilities | Teaching staff to develop awareness of accessibility issues | Ongoing Annually | Headteacher SENCO | Great range of resources that reflect current need |
| Increase the extent to which pupils with disabilities can participate in the schools curriculum | Identify current expertise and training needs of staff | Ongoing Appraisal | Headteacher | Increased ability to include children / recognised needs of children |
| Increase staff awareness of mental health and wellbeing approaches to support pupil achievement | Regular Emotional Logic updates | Ongoing | EL Lead | Staff support emotional needs of children |

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| Increase staff awareness of outreach services to support disabled pupils | Arrange training from CIT, School Nurse, Educational Psychologist and LA School Improvement Partner. | Ongoing | Headteacher | Increased awareness of support services |
| Increase staff awareness of classroom strategies to include children with hearing and visual impairment in classes | Develop and information resource bank from external organisations such as RNID, RNIB, speech and language department etc | Ongoing | Headteacher SENCO | Improved ability to support and include children |
| Increase staff awareness of classroom strategies to include children with dyslexic needs | Development of dyslexia friendly approaches within classrooms | Ongoing | SENCO | Learning environments support pupil needs |
| INcrease staff awareness of classroom strategies to support children with ASC needs | Development of autism friendly approaches within classrooms and across the school | Ongoing | SENCO | Learning environments support pupil needs |
| Increase staff awareness of accessibility options available with existing software | Training as required | Ongoing | Headteacher | Purchase of appropriate resources - improved access |

Access to information

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| Ensure planning is differentiated and meets the needs of all pupils in the class | SEN termly reviews Intervention groups Pupil progress meetings Analysis of gaps between and within cohorts | Termly | Assistant Headteachers SENCO | Narrow the gap |
| Make information available in different formats | Use of pastel paper for children with dyslexia Large print formats Other languages | Ongoing | SENCO | To be able to respond quickly and effectively to requests for information in different formats |
| Ensure that signs around the school support pupils, parents and visitors | Use of symbol software | Ongoing | Headteacher/ FCO | To provide an accessible and welcoming environment |
| Ensure that stakeholders have a clear understanding of what assessment data means | Staff and governor training on ASP and effective use of formative and summative assessment data to identify cohort needs / concerns and actions to be taken | Ongoing | SLT | Staff and governors questionnaire to indicate confidence in using assessment data, tracking children, groups and cohorts. |

Access to the Learning Environment

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| Visitors, pupils, staff and parents can access all parts of the building | Accessibility walk and actions noted | Ongoing | Headteacher/ FCO /H&S Governor | Accessible and welcoming environment |
| Ensure classrooms / outside areas are organised to maximise every child's learning experiences and opportunities | Assess cohort needs | September/ Ongoing | Teacher/ SENCO | Lessons commence without requiring specific adaptations for individuals. |
| Classroom furniture to be suitable for children with disabilities | Assess cohort needs | September/ Ongoing | SENCO | Accessible and welcoming environment |

Access Audit:

The Ottery St Mary Primary School building incorporates many aspects of best practice in accessibility. These are regularly reviewed to ensure compliance with legislation and suitable access for all.

| Feature | Description | Actions to be taken | Person responsible | Date of completion |
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| Number of storeys | Two storeys with lift access | Ensure lifts are maintained and serviced with any remedial works undertaken | FCO | Ongoing |
| Corridor access | Wide and accessible for wheelchair users | Ensure corridors are kept clear and unblocked | All staff | Ongoing |
| Lifts | Lifts available for those with mobility issues | Ensure lifts are maintained and serviced with any remedial works undertaken | FCO | Ongoing |
| Parking bays | Two disabled parking bays available at the front of the building | Ensure availability of disabled parking spaces as required | Office | Ongoing |
| Entrances | Main entrance is easily accessible and well signposted. The area is paved and is not overhung by plants and shrubs etc. | Ensure areas are well maintained and do not become obstructed | FCO | Ongoing |
| Ramps | Ramps are not required - access is via a flat paved area with dropped kerbs. | None identified. | N/A | Ongoing |
| Toilets | Accessible toilets are available on each floor. | None identified. | N/A | Ongoing |
| Reception area | The reception area is accessible to wheelchair users. Reception desk will be at an accessible height. | Ensure reception area is kept clear. | N/A | Ongoing |
| Internal signage | Meets statutory regulations. | None identified | N/A | N/A |

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| Emergency escape routes | Emergency escape is flat with a wheelchair accessible emergency exit on each floor | Ensure fire exit and routes are kept clear | All staff | Ongoing |
| Double decker bus | Limited wheelchair access due to the age of the vehicle | Ensure reasonable steps are implemented to enable all pupils to access provision on the bus as necessary | Headteacher / SENCO | Ongoing |

