



Ottery St Mary Primary School

School Accessibility Plan

2023-2026



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
- ABSA Handbook
- Wellbeing Handbook

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:

<p><u>September</u></p> <ul style="list-style-type: none"> • Communicate pupil premium and entitlement to all families via school newsletter 	<p><u>October</u></p> <ul style="list-style-type: none"> • Evaluate achievement and progress of vulnerable groups and individuals • Monitor School Improvement Plan 	<p><u>November</u></p> <ul style="list-style-type: none"> • Pupil progress meetings • SLT audit of provision re pupil premium, SEN, disability, FSM and EAL families
<p><u>December</u></p> <ul style="list-style-type: none"> • to be determined in light of emerging trends and needs • Monitor School Improvement Plan 	<p><u>February</u></p> <ul style="list-style-type: none"> • Pupil progress meetings • Monitor School Improvement Plan • SLT audit of provision re pupil premium, SEN, disability, FSM and EAL families Set and cost priorities for school improvement 	<p><u>March</u></p> <ul style="list-style-type: none"> • Science week - profile visitors and scientists from diverse groups • Monitor School Improvement Plan

<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
	<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
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 Staff trained in use of Communication In Print	Ongoing Annually	Headteacher SENCO	Effective 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 Key adults deployed to support children to engage with activities	Ongoing Appraisal	Headteacher	Ability to include children / recognise and support the needs of children
Increase staff awareness of mental health and wellbeing approaches to support pupil achievement	Development of whole school ABSA approaches Provision of early morning bus club to support children transitioning to school Provision of early morning pastoral group to support children transitioning to school Pastoral support sessions run on a needs analysis basis	Ongoing	Headteacher SENCO	Staff support emotional needs of children Children and families supported to reduce the impact of ABSA
Increase staff awareness of outreach services to support disabled pupils	Arrange training from CIT, School Nurse, Educational Psychologist and LA School Improvement Partner as necessary.	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 Use of closed loop systems Adaptive approaches to class seating and organisation plans	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 Access to dyslexia friendly dictionaries Access to electronic dictionaries Implementation of spelling scheme focusing on etymology, morphology and phonics.	Ongoing	Classteachers 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 Use of visual timetables in all classrooms Use of visuals to support subject and topic based learning and pre-teaching Use of Communication in Print resources	Ongoing	Classteachers 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

Ensure planning is differentiated and meets the needs of all pupils in the class	SEND termly reviews Adaptive intervention groups Pupil progress meetings including information sharing with parents Analysis of progress 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 Adaptive seating arrangements Use of Communication in Print	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 to enhance signage Use of Communication in Print to supplement signage	Ongoing	Headteacher SENCO	To provide an accessible and welcoming environment
Ensure that stakeholders have a clear understanding of what assessment data means	Staff and governor training on 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

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
Number of storeys	Two storeys with lift access	Ensure lifts are maintained and serviced with any remedial works undertaken	SBM	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	SBM	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	SBM	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 the school reception area is kept clear.	N/A	Ongoing
Internal signage	Meets statutory regulations.	None identified	N/A	N/A

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
Pastoral Base	Limited wheelchair access due to the prior concrete flooring levels	Ensure reasonable steps are implemented to enable all pupils to access provision in the Pastoral Base as necessary or alternative areas of the school	Headteacher / SENCO	Ongoing

