

Orleans Primary School

Accessibility Policy



Governor's Committee Responsible	Full Governing Body
Status	Statutory
Review Cycle	Annual
Date written/last review	September 2021
Date of next review	September 2022 (Full Review)

Signed:Chair of Finance and Premises Committee Date:

Signed:.....Head teacher Date:

Orleans Primary School
Accessibility Policy 2020 - 2022

Vision statement – A love of learning, for life, for all.

At Orleans we provide a happy, stimulating and secure community for every child. This, in conjunction with a rich and challenging learning experience, will ensure that all children reach their full potential, both emotionally and physically, and are completely prepared to take their place in our diverse world.

Everyone who works in our school is valued as an individual and staff work as a team, sharing expertise, knowledge and skills. Orleans strongly values the partnership between home, school and community.

Introduction – Promoting Equality

This accessibility plan is compliant 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 on progress of the accessibility plan over a prescribed period.

- 1) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website within this document. We understand that the LA will monitor the school’s activity under the Equality Act 2010 (and in particular schedule 10 regarding Accessibility) and will advise upon the completion of that duty.
- 2) We are 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 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 3) The Orleans Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to :
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able bodied pupils: (If a school fails to do this they are in breach of 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 school visits – it also covers the provision of specialist auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
 - Improve 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 handouts and information about the school and school events: the information may be made available in various preferred formats within a reasonable timeframe.
- 4) The whole school accessibility plan relates to the key aspects of physical environment, curriculum and written information. (Please see appendix A for Strategic questions used)
- 5) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equalities Act 2010.
- 6) The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Equality Duty
 - Single Equality Policy
 - Professional Development Policy

- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Development Plan
- Asset Management Plan/Suitability Survey
- Vision Statement and School Prospectus

- 7) 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.
- 8) The accessibility plan will be published on the school website.
- 9) The Accessibility Plan will be monitored through the finance and premises committee.
- 10) The school will work in partnership with the local authority in developing and implementing the school Accessibility Plan.

School Accessibility plan 2020-2022 (this plan should be reviewed annually)

Date of last review: September 2020

Aims	Personnel	Targets	Success criteria	Funding	Completion
To regularly assess the accessibility to the school buildings & grounds for children with a range of disabilities, to include classroom allocation and in-class positioning.	HT & Governors LA Health and Safety Officer	-Access to building and grounds regarding PE/clubs/wider curriculum	Site continues to be fully accessible for all disabilities. Specialist equipment in place to ensure school can meet child's needs regarding full access to the curriculum, including outdoor PE, playtimes and clubs.	LA funding CPD budget	July 2020
		-To review and modify general spaces in relation to fire safety for all	Full fire risk assessment has been carried out in April 2016. The H&S Governor carries out a termly H&S walk. Once per year, the H&S walk includes a focus on fire safety and accessibility.	No cost	Termly Yearly
To improve access to curriculum for children with a range of disabilities.	All staff Outside agencies	- Home visits carried out to prepare entry to school	- Nursery teacher and Nursery nurse to visit all children prior to start of school. The SENCo will also, where possible, attend visits with the Nursery staff to pupils identified with SEN and/or disability.	None	Sept 20/21/22

		<p>Meeting with the Head and SENCo for a pupil with a disability who starts at the school at any other time than Nursery</p> <p>-INSET for all staff</p> <p>-Access to extra-curricular activities</p> <p>-Access to wider curriculum e.g. visitors to the school/trips</p> <p>-Strong links with appropriate agencies</p> <p>-Individual Education Plan</p> <p>-Layout of classroom reviewed</p>	<p>The school is aware of the individual needs of a pupil starting school who has a disability and makes appropriate and reasonable changes prior to the pupil starting.</p> <p>-All staff aware regarding appropriate teaching and learning strategies for pupils with disabilities</p> <p>-Appropriate INSET given</p> <p>-Audit of children attending clubs completed and monitored</p> <p>-Full risk assessment carried out prior to trip to ensure needs of any disabled pupil are fully met</p> <p>- Increase in access to all school activities for all pupils (See OFF Site Visit Policy)</p> <p>-SENCO to liaise with appropriate agencies for guidance and support</p> <p>-IEPs in place if necessary and clear, achievable targets set</p> <p>-All classrooms/work areas optimally organised to</p>	<p>CPD budget</p> <p>On going</p>	<p>Staff Meeting</p> <p>Termly</p> <p>As required</p> <p>Termly</p> <p>Termly</p> <p>Monitored termly through learning walks</p>
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			<p>accommodate disabled pupils and visitors. Visual timetables in place throughout the school.</p> <p>-Buddies in place</p>		
		-Buddies for Reception children prior to KS1			
To improve access to information for parents & children with a range of disabilities (see Annex A)	All staff Parents	<p>- Children & parents fully informed about the school prior to start date</p> <p>-To continue to offer curriculum evenings. These will be focused on the identified needs of the School Development Plan.</p> <p>- Children & parents have a range of opportunities to meet with staff re: any enquiry</p> <p>-To continue to offer parents an opportunity to develop their own skills and knowledge in order to support their child's learning more effectively</p>	<p>-School prospectus & policies on website</p> <p>-Open door policy</p> <p>-Open/curriculum evenings</p> <p>- -Notice board on website</p> <p>-Parent consultations</p> <p>- To provide further training in any requested area of the curriculum to enable parents to support their child at home. Parent workshops for common areas Suggestion box in the entrance hall.</p>	<p>None</p> <p>None</p> <p>None</p> <p>School budget</p>	<p>On going</p> <p>Termly</p> <p>Termly</p> <p>On going</p>

To meet the needs of all community stakeholders with disabilities.	All staff and Governors	Headteacher to consult with stakeholders & wider community regarding how the school may improve accessibility	-Stakeholders accessing school information (policies/statutory information) in appropriate formats (website/open door/meetings with HT)	School budget	Bi-annually
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Signed Finance and Premises Committee _____ Date:

Head teacher _____ Date:

September 2021 (annual review of the plan)

Date for renewal of the whole policy September 2022

Appendix A: Identifying Barriers to Access – A Checklist: Annex A

Increasing access to the school curriculum

- Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?
- Do lessons provide opportunities for all pupils to achieve?
- Are lessons responsive to pupil diversity?
- Are all pupils encouraged to take part in music, drama and physical activities?
- Do staff recognize and allow for the mental effort expended by some disabled pupils e.g. lip reading?
- Do staff recognize and allow for the additional time required by some disabled pupils to use equipment in a practical way?
- Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some forms of physical exercise?
- Do we provide access to computer technology appropriate for disabled pupils?
- Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?
- Are our classrooms optimally organized for disabled pupils?

Improving access to the physical environment

- Does the size and layout of areas, including all academic, sporting, play and social facilities allow access for all pupils?
- Can pupils who use wheelchairs move around the school without experiencing barriers to access such as doorways, steps?
- Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability?
- Could any of the décor or signage be considered confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?
- Are areas to which pupils should have access well lit?

Improving the delivery of written material

- Do we have facilities such as ICT to produce written information in different formats?
- Do we provide information in simple language, symbols, large print or in Braille for pupils or prospective pupils who may have difficulty with standard forms of printed information?