

# Shap Endowed C of E School

## Accessibility Plan

Plan: Autumn 2022

Review Date: Autumn 2023

SHAP C of E SCHOOL



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## Introduction

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment and
- The impairment has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act. The affect 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'.

Under the Equality Act 2010 schools should have an Accessibility Plan. This plan sets out the proposals of the Governing Body of Shap Endowed C of E School to:

- Improve the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services and activities.
- Improve the delivery of written information to pupils.

The Governors of Shap Endowed C of E School are also keen to ensure that the Accessibility Plan also creates associated improvements for disabled staff, visitors, parents, carers and other family and community members.

## Purpose of Plan

This plan shows how Shap Endowed C of E School is committed to working together to provide an accessible, inclusive education for all pupils. We aim for pupils with disabilities to participate in every aspect of school life and therefore are committed to:

- Setting suitable learning challenges
- Responding to pupil's diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting the individuality of all our children
- Ensuring that all pupils are well prepared and ready for the next stage of their education



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### School Context

Shap Endowed C of E Primary School has been extended on a number of occasions. The most recent addition to the school was a community classroom which is now used for Wraparound care and Staff PPA time, this is only accessible by a staircase.

All but one entrance to the school have level or ramp access and there is an accessible toilet situated on the ground floor.

At present we have no wheelchair dependent pupils, parents or members of staff but in the past we have had a pupil who used a wheelchair and the classroom space was arranged to give the child full access.

For a child's specific needs, necessary adaptations are made to the curriculum and equipment to ensure full access e.g. photocopying onto coloured paper for dyslexic pupils, and computer software and hardware. Adaptions are also made to timings, playtimes, lunchtimes and educational visits to support children with specific needs when necessary.

Adaptions for learning are made in consultation with the class teacher, SEND co-ordinator and parents/carers initially and where necessary with the SEND governor and governing body in the context of the SEND Policy for Shap C of E Primary School.

This accessibility plan will be evaluated annually to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school and any amendments made sooner if necessary.



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Aim 1: Equality and Inclusion: To ensure that pupils with disabilities can participate fully in the school curriculum				
At Shap Endowed C of E Primary School we believe that all our pupils should be enabled to participate fully in every aspect of school life. Consequently all children have always been permitted to attend age-appropriate after school clubs, leisure and cultural activities and educational visits. Improving teaching and learning lies at the heart of our school's work. The key objective in the Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability. Staff at Shap C of E School aim to plan and deliver outstanding lessons and their planning is differentiated to take account of the individual/group needs of all pupils including those with disabilities.				
Target	Strategy	Success Criteria	Key People Involved	Monitoring and Evaluation
Ensure all monitoring and actions are scrutinised and challenged by the Governing Body	Evaluate and review this plan. Monitor attainment and progress of pupils with disabilities.	Accessibility plan is updated. Governors are fully informed about provision and progress.	SENDCo / Head teacher, premises committee and governing body.	Are governors providing challenge?
Ensure that all relevant policies consider the implications of disability access and are compliant with the Equality Act 2010	When reviewing relevant statutory policies ensure that they reflect inclusive practice and procedure.	None of our policies conflict with the principle of equality of opportunities for all and all policies reflect current legislation.	Head/SENDCo and Governing Body	Are new governors inducted to this standard? Are governors aware of changes in legislation and acting accordingly?
Identify new pupils who may need additional or alternative provision	Liaise with parents and former settings to review potential intakes.	Necessary procedures, equipment and planning are in place prior to a pupil joining the school	EYFS staff (other staff depending on age of child joining.) SENDCo	Review annually or when new children start school.
Ensure that all staff are aware of and able to use SEND software and resources	Access and provide training on specific programmes and interventions enlisting outside support where necessary, so that staff are adequately trained to support pupils in its use. Make an audit of resources available to staff.	Appropriate evidenced programmes of intervention are in place for pupils where needed. Pupil participation. Staff well trained and confident in use of SEN software and resources.	Class teachers/SENDCo	Are all staff using SEND resources successfully and confidently? How is this monitored and developed?
Ensure effective collaboration between school and families and school and external agencies.	Continue to meet regularly with parents. Maintain close liaison with external agencies for pupils with disabilities.	Clear, collaborative working approach. Children have a fully accessible learning experience.	All staff	Report from SENDCo
Ensure PE and outdoor learning curriculum is accessible for all pupils	Review when necessary PE and outdoor learning curriculum, teaching and equipment.	All pupils have access to the PE and Outdoor Learning Curriculum	PE Coordinator/Sports coaches/class teachers	Are all pupils participating? Sports provision questionnaire.

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Aim 2: To improve access to the physical environment				
Shap Endowed C of E School has a wide range of equipment and resources available for day to day use and resource provision is continually being reviewed. Our school will also make reasonable adjustments for individual pupils who need extra provision above that which is already in place to make sure that all pupils are involved in every aspect of school life and that barriers to learning and play are removed. To meet individual, specific needs, provision will be adapted when a pupil's needs are known. We continue to consult with external advisors if necessary when considering the purchase of specialist equipment.				
Target	Strategy	Success Criteria	Key people involved	Monitoring and Evaluation
Ensure that the physical environment of the school remains attractive and engaging for children of all abilities, staff, parents/carers and other users of the building	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments and when planning and undertaking improvements. This will include issues such as improved access, lighting, colour schemes and more accessible fixtures and fitting.	The school building and grounds continue to be fully accessible to all users.	Head teacher / SENDCo, staff, governing body and office manager	Have we made any changes to the physical environment? Do we have any changes planned? Have we kept awareness of accessibility to the forefront of our plans?
Ensure that appropriate adjustments are made if necessary to accommodate short term medical needs	A risk assessment is carried out when school is notified of any pupil with a short-term medical need.(e.g. following an accident or operation)	The school responds to the needs of individuals, carrying out a risk assessment if necessary. The school remains fully accessible to pupils.	All staff and governors	SEND governor meets to review accessibility as and when required. Feedback from family of pupil affected.
Awareness of access needs of pupils, staff, governors, parents / carers and visitors with disabilities	Individual Health Care Plans (IHCP's) , Dyslexia Provision Plans (DPP's) and /or Individual Education/Behaviour plan's (IE/BP's) are created for individual pupils as part of the SEND process if required. Through discussion, determine and meet the access needs of staff, governors, parents and other visitors. Consider access needs during any recruitment process.	The school responds to the needs of individuals, carrying out a risk assessment if necessary, identifying any reasonable adjustments that need to be carried out to the fabric of the building or daily routines.	Head teacher / SENDCo and governors	Access to the hall for events and to church services is considered especially when less mobile family members are expected. Other disabilities are considered when necessary.
Ensure that all pupils with disabilities can be safely evacuated from the building in an emergency	All personal emergency evacuation plans if needed (PEEPS) are in place and upto date and that staff (including new staff) are aware.	PEEPS in place (If required). Successful fire drills are regularly carried out	All staff and office manager	View evacuation log Involve individual with PEEP in planning if appropriate.

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All educational visits to be accessible to all.	Thorough planning including advance visits to assess suitability of location. Ensure safe and secure access to transport.	All pupils in school able to access all educational visits and take part in a range of activities.	Class teachers Others involved in Educational visits and residential.	Check risk assessments for school trips. Do school trips have to be amended in any way to allow for accessibility?
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Aim 3: To continue to improve the delivery of information to disabled pupils and families.

Shap Endowed C of E School is committed to providing information in any reasonable required formats, whether for learning or for general information. The SENDCo works in school to ensure that this is happening for pupils and will feed back requirements to all staff. The school and governors continue to work together to ensure that our school is accessible to all in every way and across our school community.

Target	Strategy	Success Criteria	Key people involved	Monitoring and Evaluation
Improved access to written information for pupils, parents and visitors.	Ensure that written materials are adapted in appropriate ways, such as modification of font size, print format or colour of paper. Use visual timetables for those who would benefit.	Print materials for pupils are suitable in terms of age, ability and take account of any visual difficulties they may face. Newsletters and information on the website will be adapted if necessary.	All staff	Review if required if these actions are necessary.
Ensure children's records are up to date and include information about any disabilities.	Information collected about new pupils. Visits to child's previous school, records passed up to each new teacher. Annual reviews take place. SSP, DPP, IBP meetings take place when needed. IHCP's and medical forms are updated annually for all children. For children with significant health needs, photos with information on reverse are displayed on relevant noticeboards.	The school is confident that awareness of disability in all its forms is high and that communication is working well.	All staff, parents/carers and any necessary outside agencies.	Awareness of children with disabilities is high.
Ensure the school website is accessible to all.	If a situation necessitates, review website accessibility and undertake training and liaison with provider as required to ensure the website continues to be accessible to those necessary.	Website is accessible to all.	Head/SENDCo Web provider	Regular evaluation of website to ensure it is accessible to all.

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Offer the right options for alternative formats when delivering information.	Questionnaire to parents, staff and visitors to gain feedback on current standards and potential needs.	A clear vision is established of where we are and where we need to be with the delivery of information.	SENDCo / Head, Web Provider, Office Manager, Governors.	Have we found out what is needed at this time? Have we the potential to offer more if our situation changes?
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