



Accessibility Plan 2020 to 2023

Suffah Primary School

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STATEMENT OF INTENT

Under the Equality Act 2010 schools should have an Accessibility Plan. 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:

He or she has a physical or mental impairment, and

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 listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher. At Suffah Primary School the Plan will be monitored by the Head Teacher and Senior Leadership team and evaluated by the Premises/Health and Safety Governors’ committee. The current Plan will be attached to this document.

At Suffah Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Suffah Primary School Accessibility Plan has been developed and drawn up based upon current information about pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality and Community Cohesion Policy and will similarly be published on the school website.

Suffah 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 Suffah Primary School 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 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 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;

The Suffah Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum, medical need and 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 Policy
- Curriculum Policy
- Equality and Community Cohesion Policy
- Health & Safety Policy
- School Improvement Plan
- SEND Policy

The Accessibility Plan for physical accessibility relates to the access of the School, which 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 on-going 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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Buildings and Finance Committee and Premises/ Health and Safety Committee.

The Accessibility Plan may be monitored by the relevant inspection body during inspection processes in relation to Schedule 10 of the Equality Act 2010.

AIMS AND OBJECTIVES

Our Aims are:

To increase access to the curriculum for pupils with a disability

To Improve and maintain access to the physical environment

To improve the delivery of written information to pupils

To fully meet the medical needs of children in our care Our objectives are detailed in the Action Plan below

CURRENT GOOD PRACTICE

SEND and Medical Needs

We aim to ask about any SEND and/or medical needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information regularly and have an open-door policy to enable parents to share views or concerns, we also have parents' evenings twice a year. We have an open parent meeting every half term. Suggestion boxes are placed outside the office for parents to communicate with the Head Teacher or Governors. The School caters for allergies. The Cook, dinner ladies and staff are all aware of pupils with allergies. Alternative dishes are prepared for pupils on days that the menu has the main dish with a child's allergy. The School will have in place a Medical Care Plan for pupils who need it.

Physical Environment

All pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All children can access the parts of the school that they need to with little or no adult assistance. A lift is fitted that pupils, staff and parents can use to gain access to the School premises with supervised adult support. There is a disabled toilet on the School premises for disabled and sick pupils being cared for in the sick bay.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are very aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. Other issues affecting the participation of pupils, for example medical need are addressed through the relevant policies; administration of medicines, the provision of medical care plans etc. Differentiated lessons are provided for pupils suited to their needs. For SEND pupils the School will provide the curriculum in other forms of language to make it accessible for the pupils eg. Braille, sign language etc. Intervention support is provided by a member of staff individually or in groups depending on what is best suited. TA's are also made available in some classes to support pupils as are

volunteers. After school clubs are offered during different times of the year to support learning in class.

Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others if and when needed. This is achieved via Pupil Voice, School Council Meetings, during lessons and circle time. There is a box in the school into which pupils can drop off notes anonymously if they chose so they can get any information, suggestion across to management. Access to information will be made available in a range of different formats eg. Braille, sign language, Makaton etc.

ACCESS AUDIT

The Primary School is located on the 2nd floor of a two-storey building. There are wide corridors and several access points from outside. There is a fully functional lift allowing full access to the school level for wheelchair or for those who find climbing stair difficult.

Main parking for parents is in the mosque carpark outside the main entrance with plenty of Disable Parking bays. The school has internal emergency signage and escape routes are clearly marked.

The EYs building is a raised portacabin. It already has a ramp for wheelchair access.

MANAGEMENT, COORDINATION AND IMPLEMENTATION

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Management Team will work closely with the Local Authority if needed.

Suffah Primary School Action Plan 2020 - 2023

	Targets	Strategies	Outcome	Timeframe	Costs	Goals Achieved
Building Access	To make all areas of the school accessible to all staff and children via a lift	Maintain the lift at a working condition Inform those who need it on its location	All staff and pupils can use the full range of facilities in the school as they can access it without any hindrance	Achieved	N/A	Achieved
Curriculum Access	Provide additional support to those children who may not have access to curriculum related areas outside of school; for example computers/tablets.	To look at resources we have available and identify any additional needs. Identify SEN pupils and arrange for intervention. Pupils identified to need support on a one to one basis if funding is available from LA. EAL pupils whose spoken English is non-functional will have a TA to assist.	Pupils will be able to make progress in their learning at a much more accelerated rate than being unsupported.	Ongoing	Each TA at minimum wage x hours £18,000 for intervention staff	Achieved and ongoing

Curriculum Access	To ensure that SEN children are fully supported to access curriculum and to transfer to Secondary School	Apply for statutory assessment (EHC) as necessary Review TA/ support staff structure and provision	Pupils have the required level of support. Structured transition processes are in place	Ongoing	Each TA at minimum wage x hours £15,000 for intervention staff Funds for translation, Braille and alternative information format.	Achieved and ongoing
Medical Need	To ensure that the medical needs of new pupils are met fully within the capability of the school.	To conduct parent discussions, liaise with external agencies, identifying training needs and establish individual Medical Plans where needed.	For medical needs to be fully met	As new children are known to be arriving.	CPD Training budget	Achieved and ongoing