

# Youlgrave All-Saints CofE Primary School Accessibility Plan



**We CARE**

**Welcoming all Community Achievement Respect Encouragement**

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## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The aim of this plan is to show how Arkwright Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Arkwright Primary School is committed to providing an environment that enables full curriculum access. An environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social and cultural needs.

## Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Definition of Disability

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

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

## Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

## **Documents and Policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff Development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan made up of the following documentation the Suitability Survey and Condition Survey Report
- Ethos, Vision and Values Statement

The schools complaints procedure covers the Accessibility plan.

## **Training**

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.

## **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

## **Review and Evaluation:**

It is a requirement that our accessibility plan is resources, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Youlgrave All-Saints Cof E Primary School will address the priorities identified in the plan. The plan is valid for three years 2024-27.

Approved by:.....

Date:.....

Next review date:.....

## Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and families

The table below sets out how the school will achieve these aims.

## Youlgrave All Saints CofE Primary School

### Accessibility Plan 2024- 2027

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective Communication and engagement with parents	SLT/Sendco	Termly meetings with parents/carers  Parent consultations  Annual review meetings with SENCO	Time Allocated	In place and ongoing	Parents/carers fully informed about progress and engage with their child's learning
Increase staff confidence in differentiating the curriculum	Subject leads  Sendco	Assign staff training to differentiation across the curriculum  Staff to undertake precision teaching training	Spring 2024	In place and ongoing	Raised confidence of staff on strategies for differentiation and increased pupil participation

Training for staff on increasing access to the curriculum for all pupils	SLT/Sendco/ school nurse	<p>Epipen training</p> <p>Asthma Training</p> <p>Diabetes Training</p> <p>Intimate Care Policy</p> <p>Training from SALT, Behaviour Support Team</p> <p>Access to courses for CPD</p> <p>Outreach support from local school</p> <p>Online resources for CPD shared with staff</p> <p>Ongoing advice from specialists e.g. visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse</p>	<p>Time allocated</p> <p>TA time allocated</p>	<p>In place and ongoing:</p> <p>Regular visits from outside professionals</p>	<p>Increased access to the curriculum</p> <p>Needs of all learners met</p> <p>Maintain records of staff trained</p>
Effective use of resources and specialist equipment to increase access to the curriculum for all pupils	Sendco/SLT	<p>Strategic deployment of support staff</p> <p>Purchase and allocate other resources as needed such as sloping boards for writing, wobble cushions, reading rulers, coloured exercise books/overlays, pencil grips, adapted pans, chew/fiddle toys, mantra Lingua resources for pupils with EAL.</p>	<p>Other resources as required for individual pupils</p>	<p>In place and ongoing</p>	<p>Positive impact on pupil progress</p> <p>Barriers to learning are removed by use of resources</p>

		Ensure specialist equipment is checked daily such as hearing aids and seek advice from hearing impairment team if needed.			
Ensure IT equipment hardware and software are appropriate in supporting all children's needs and increase access to the curriculum for all pupils	Sendco IT technician SSSEN support	Strategic deployment of support staff  Use of IT  Purchase and allocate resources needed for IT such as clicker and voice activated text, word shark, My Maths, TT Rockstars, RWInc, Oxford Owl	Specific apps to support learning	In place and ongoing	Positive impact on pupil progress  Barriers to learning are removed by use of resources.
Adaptations to the curriculum to meet the needs of individual learners	Sendco	Pastoral support  Timetable adaptations  Individual physiotherapy/OT programmes  Speech and Language Therapy programmes  Use of access arrangements for assessment/national tests	Individual speech therapists  Occupational therapy team  Physio as required	In place and ongoing	Needs of all learners met enabling positive outcomes.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the	SLT/Sendco Staff leading clubs	Risk assessments will be undertaken where appropriate  Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club or activity	Ongoing	Increased access to the extra-curriculum activities for pupils with SEND.

whole range of pupils					
<b>2. Improving Physical Environment</b>					
Improve use of specialist equipment e.g. specialist related IT stationary	HT/Sendco All staff	Ensure that pupils have access to most appropriate equipment for their needs. Work alongside parents and health professional to identify need and resource appropriately when required	Updated annually		Pupils have appropriate access to equipment to meet their needs
Maintain safe access around exterior of school	SBO/HT/caretaker	Ensure pathways are kept clear of vegetation	Cost included in grounds maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways.
Main safe access around the interior of school.	SBO/HT/caretaker	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of adjustments that need to be made.	In place and ongoing	People with disabilities can move safely around the school.
Ensure all fire escape routes are suitable for all in the main building	HT/Sendco/SBO/caretaker	Request advice from DCC property services and Health and Safety Services on accessibility of exit routes	Cost of adjustments that need to be made	August 2027	All staff, pupils and visitors able to have safe independent egress in emergency situations
Ensure wheelchair access is appropriate to outdoor classroom	HT/Sendco/SBO/caretaker	Request advice from DCC property service and Health and Safety Services to develop a pathway to allow wheelchair access	Cost of adjustments to be made	August 2027	People with disabilities can move unhindered.



<b>3. Improve the Delivery of Written Information</b>					
Availability of written material in alternative formats	Office/Class teachers/HT Sendco	Monthly newsletters emailed to parents/carers  Improved availability of information for parents – display appropriate leaflets for parents to collect  Key contact published on school website  Provide translated documents where appropriate	Contact details and cost of translation	In place and ongoing	All parents and carers will be up to date and well informed of school information
Inclusive discussion of access to information in all SEND reviews	Sendco	Ask parents/carers and children about information, access to information and formats in reviews.  Develop strategies in pupils' SEND paperwork to meet needs	Time allocation	On going	Staff more aware of pupils preferred methods of communication

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher and governing board.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions.	All school staff	Sept 2027
Signage	No signage in school (only WC)	Use visual symbols to create door signs to inform pupils. New staff, visitors, of the particular use for the room and for them to identify important rooms e.g. WC  To be designed and positioned to inform those with visual impairment and wheelchair users.	Sendco.  Office Manager          Caretaker	Jan 2027

Fire alarms	Currently auditory alarm in place	Visual fire alarms to be installed in areas of the school and when old areas are being developed.	Headteacher	Ongoing
Doors	Old doors to be replaced when necessary to ensure accessible for people standing and sitting in wheelchairs so they can see each other from either side,	When doors are replaced, they will be accessible for all.	Caretaker Headteacher	Ongoing
	starting with Main Reception doors			
Emergency escape routes	Labels, well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Caretaker Headteacher	Ongoing



## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building	N/A	Head teacher and School Business Officer	Ongoing
Corridor access	Corridor runs from the school hall to the toilets and back playground.	Corridors to be kept clear and free to allow uninterrupted flow through the building.	All Staff	Ongoing
Entrances	1 main entrance 2 alternative entrances from the front playground directly into KS1 and from the back ground onto the main corridor/fire exits doors to the building	To be kept clear and free to allow uninterrupted entrance and exit from the building	All Staff	Ongoing
Ramps	Outside KS1	To be kept clear and free to allow uninterrupted entrance and exit from the building	All Staff	Ongoing

Toilets	<p>1 staff toilet</p> <p>3 sets of children's toilets</p> <p>1 disabled toilet</p>	All toilets are on one level, to be maintained in full working order even during minimal use.	Caretaker	Ongoing
Reception area	Door access on one level.	DCF to be considered for the automated doors.	Headteacher Office Manager	Ongoing
Internal signage	Offices, toilets, fire exits, store and staff room in order.	Consider resource room, classroom signage to identify usage. As and when required, consider signage for the visually impaired pupils and staff.	Headteacher Office Manager Caretaker	Ongoing
Emergency escape routes	4 emergency escape routes	All routes to be kept clear and in full working order, clearly signed and lit. Emergency lighting tested regularly by caretaker.	All staff Caretaker	Ongoing

