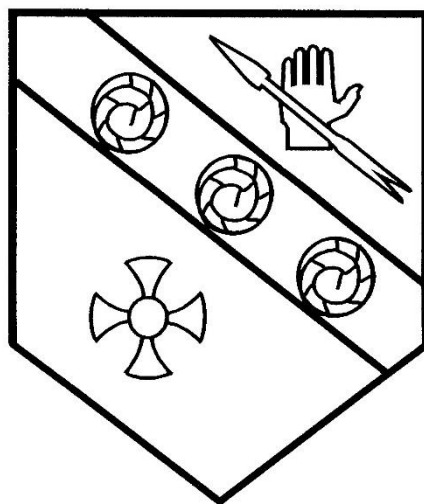


ST HILD'S COLLEGE C OF E AIDED
PRIMARY SCHOOL

Accessibility Plan



2018 - 2021

Information provided within this plan includes:

1. Vision Statement
2. Aims
3. Legislation and guidance
4. Action plan
5. Monitoring arrangements
6. Links with other policies

Appendix 1: Accessibility audit

1. Vision Statement

At St Hild's CE 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 all 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.

St Hild's CE 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 school.

2. Aims and Objectives

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

At St Hild's CE Primary School, our aim is to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This aim also applies to adults in school, parents and carers and visitors.

St Hild's CE Aided Primary School is an inclusive school for 2-11 year olds which caters for a wide range of SEND, including pupils with:

- Communication and interaction needs;
- Cognition and learning needs;
- Social, emotional and mental health difficulties;
- Sensory or physical needs.

At St Hild's CE Primary School, we do our best to ensure that the necessary provision is made for any pupil who has special educational needs or a disability and those needs are made known to all who are likely to teach them. As a school, we do everything we can to ensure that teachers are able to identify and provide for those pupils who have special educational needs and disabilities to allow pupils with SEND to join in the activities of the school together with pupils who do not have SEND.

All children with SEND will be given every opportunity to develop to their full potential with the guidance and support of their class teacher, members of our support staff team, the SENCO and relevant Outside Agencies.

St Hild's CE Aided Primary School is committed to ensuring that the necessary provision is made for every pupil. We are passionate about providing an inclusive education for all and we strive to meet the needs of all children from 2-11 with a learning difficulty, disability, disadvantage or Special Educational Need.

The Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;
- become confident individuals living fulfilling lives, and;
- make a successful transition into adulthood, whether into employment, further or higher education or training.

At St Hild's CE Primary School, we deliver an appropriate curriculum to:

- Provide suitable learning challenges;
- Meet the children's diverse learning needs;
- Remove the barriers to assessment and learning.

The teaching needs of all pupils, particularly children with SEND, requires:

- Positive attitudes from all staff;
- Partnerships between children and teachers which encourage them to become active learners, helping to plan, build and evaluate their own learning whenever possible;
- A climate of warmth and support in which self-confidence and self-esteem can grow and in which pupils with SEND can experiment without fear of criticism or failure;
- Partnerships between home and school;
- Extra support at times in order to access National Curriculum and wider school life.

Inclusion and equality are central to our approach at St Hild's and underpin everything we do. We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disabilities and additional needs on a regular basis, both through written communications and questionnaires and verbally in conjunction with our termly Parents' Evenings. We ensure that parental difficulties do not become barriers in collecting this information.

Our curriculum is fully inclusive and we take all the steps necessary to ensure that all pupils are able to participate fully in all lessons and activities. We do not see disabilities as a barrier to learning and we ensure that all pupils with disabilities are able to participate in all aspects of our school curriculum along with our extra-curricular activities and wider provision. Some aspects of extra-curricular

provision may present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, PE lessons and after-school clubs for pupils with physical impairments or school trips for pupils with medical needs, however we ensure that we address and overcome these difficulties with support from parents and carers and outside agencies as appropriate to ensure that they do not become barriers for participation.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Where difficulties and disabilities are identified, the SENCO, with support from the Head Teacher when required, works to amend and adapt current practice, seeking advice and support from outside agencies when needed, to ensure that it remains appropriate and accessible for all pupils.

This Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring that all staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

As a school, we supports any available partnerships to develop and implement the plan. This plan will be implemented in line with guidance provided by Durham Local Authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Our school Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and consultations with pupils, parents, staff and governors. Other outside agencies and specialists have also been consulted. This 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.

3. 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.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

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.

4. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To increase access to the curriculum for pupils with a disability	<p>Our school offers a clearly differentiated curriculum for all pupils</p> <p>Adaptations are made in all subject areas to meet the needs of all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities and whole school events address and celebrate individual difference, disability and diversity throughout the year</p>	<p>Short Term To review current provision to ensure that the needs of all pupils are fully met</p> <p>To ensure barriers are removed to ensure full access and participation</p> <p>Long Term To ensure full access to the curriculum for all children</p>	<p>Ensure that all staff are following LA and school policies and procedures to support pupils with special educational needs or a disability.</p> <p>Apply Quality First teaching, follow the plan, do, assess, review graduated approach, implement SEN Support Plans, Health care / medical plans</p> <p>Ensure good links with relevant Outside Agencies to ensure that additional support and advice is available and in place.</p>	SLT	12.18 Ongoing Review annually	<p>All pupils are able to participate fully in the school community</p> <p>Barriers to the curriculum will be reduced or eliminated to the best of the schools ability</p> <p>School policies will be up to date and will outline how barriers will be overcome</p> <p>The SENCO will regularly share and support the implementation of policies and procedures to support all children with SEND</p>
		<p>Short Term To identify current needs of children and seek advice where required</p>	<p>Ensure that health, medical / care plans are in place and reviewed regularly depending on the needs of the individual</p>	SLT (trained first aiders to support this process)	Half term then ongoing	The SENCO and SLT will ensure that staff are confident to support pupils and their families offering regular meetings and operating an open-door

	<p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed and adapted regularly to ensure it meets the needs of all pupils</p>	<p>Long Term</p> <p>To establish close liaison with outside agencies for pupils with ongoing health needs e.g. asthma, allergies, mobility issues</p>	<p>Clear risk assessments are in place</p> <p>Personal emergency evacuation plans are in place and staff are aware of their role in these situations. These are reviewed regularly</p> <p>Toileting and intimate care needs are addressed and staff are aware of these</p> <p>Letters/questionnaires are sent to parents and discussions take place at parents evening where applicable to gather information about current requirements for individual pupils</p> <p>Liaise with healthcare staff and outside agencies to ensure that procedures are in place and the needs of children are being met effectively.</p>		<p>Half term the ongoing</p> <p>Half term then ongoing</p> <p>Half term then ongoing</p> <p>12.18</p> <p>Ongoing</p>	<p>policy to ensure information is shared with school</p> <p>Staff will work closely with outside agencies to ensure that barriers to the curriculum are reduced or eliminated</p>
		<p>Short term</p> <p>To liaise with Nursery providers to review the needs of the potential</p>	<p>EYFS team to liaise with local EYFS settings prior to transition from Nursery to Reception</p>	<p>SENCO / EYFS Lead</p>	<p>Start of the academic year</p>	<p>Children transferring from EYFS settings have their needs met quickly and effectively</p>

		new intake in September and each year	SENCO/EYFS lead to ensure that all paperwork, plans and procedures are effectively communicated and in place for all children			Barriers to the EYFS curriculum are reduced or eliminated through effective communication
		Short term To liaise with parents to review the needs of the new intake in the first half of the Autumn term each year	Nursery and Reception staff to meet with new parents to discuss needs Any barriers identified are discussed with parents and shared with the SENCO Adaptations are made wherever possible to ensure barriers are reduced or eliminated	EYFS staff (support from SENCO as needed)	Half term Ongoing in Nursery	Children transferring from EYFS settings have their needs met quickly and effectively Barriers to the EYFS curriculum are reduced or eliminated through effective communication
		Long Term To closely monitor and review the attainment and progress of all pupils with identified SEND	As part of the whole school monitoring and evaluation process, ensure that all staff are effectively tracking, using data and coordinating termly reviews for pupils with SEN Support and annual reviews for EHCPs. Encourage parents and children to work with staff to share information on a regular basis.	Class teachers (support from SENCO as needed)	Ongoing – assess each half term	All pupils are tracked regularly and effectively The data is used to ensure that all pupils have full access to the curriculum Barriers are reduced or eliminated through evaluation of current provision using data to support judgements
		Medium Term To promote involvement of all pupils with	Develop and promote a whole school ethos around self-help skills and independence	All staff	Ongoing	Barriers to the curriculum are reduced or eliminated in an environment where all

		disabilities in all classroom activities	Encourage participation and enhancing experiences within the abilities of individual pupils			pupils are encouraged to be independent and participate in all offered experiences to the best of their ability
		Medium Term To monitor the attainment of more able and gifted and talented pupils	<p>As part of the whole school monitoring and evaluation process, ensure that all staff are effectively tracking, using data to provide appropriate challenge to all pupils, including those who are more able, gifted or talented</p> <p>Provide opportunities for GMAT pupils to participate in organised events including the SSP PE events, Belmont challenge days</p> <p>Encourage parents and children to work with staff to share information on a regular basis through outside interests data collection, discussions at parents evenings and other meetings as appropriate</p>	All staff	Ongoing	<p>All pupils are tracked regularly and effectively and the data is used to ensure that all pupils have full access to the curriculum.</p> <p>School and home work in partnership to support the needs of individuals, in this case more-able children or those who are gifted and talented</p>

To improve and maintain access to the physical environment	<p>The environment is adapted to meet the needs of pupils, staff and visitors as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Wider corridors • Lowered main reception window • Automatic main door • Wider doors (though this is not in all parts of the building) • Resources at an appropriate level for wheelchair users • Internal flooring that is suitable for wheelchair users and people with mobility difficulties 	<p>Medium Term To improve the physical environment of the school</p> <p>Short Term To ensure the building is accessible for current pupils, staff and regular visitors and current known needs are met</p>	<p>To ensure that access to parking, the school building and all school entrances/exits meets with current advice and requirements.</p> <p>To have Personal Emergency Evacuation Plans in place for identified pupils, staff and regular visitors as required</p> <p>To ensure visitor notices and signage, evacuation policy, fire assembly points are clear and accessible</p>	Caretaker School Business Manager	Ongoing	<p>The relevant paperwork supports the needs of all pupils, visitors, parents, staff</p> <p>Signage and emergency procedures are clear and accessible to all</p> <p>Consider the inclusion of a parking space for blue badge holders which is clearly marked in the school car park</p>
		<p>Medium Term To ensure that toilet facilities are suitable for all users</p> <p>Short Term To ensure that current toileting needs are fully met</p>	<p>To have in place a Hygiene and Toileting Policy with relevant paperwork shared with children, parents, professionals and outside agencies</p> <p>To ensure that the nursery changing area is suitable to meet current requirements and can be adapted as required to address disabilities or additional physical needs</p>	School Business Manager EYFS staff	Ongoing	<p>All pupils and their families are able to access suitable health and hygiene facilities</p> <p>Minimum requirements for the disabled population are met within the school building</p> <p>Consider developing current hygiene/toilet facilities to meet minimum requirements for a wheelchair user</p>

		<p>Medium Term To improve the physical environment of the school</p> <p>Short Term To ensure the building is accessible for current pupils, staff and regular visitors and current known needs are met</p>	<p>To improve access for the disabled population – meet with the minimum requirements for a wheelchair user</p> <p>All classrooms to have a clear and accessible layout</p> <p>All areas of school use visual aids when required</p> <p>To ensure that if a child has a special educational, medical or health need, a named person and Personal Emergency Evacuation Plan is in place to ensure safe evacuation in the case of an emergency</p>	<p>School Business Manager Head Teacher SENCO SLT</p>	<p>Ongoing</p>	<p>The school environment is accessible to all pupils, visitors, parents, staff</p> <p>Uniformity is seen to support users with additional needs</p> <p>Emergency plans are in place and all staff are fully aware of their roles in the case of an emergency. These plans are reviewed regularly</p>
		<p>Short Term To ensure that all aspects of the school day can be accessed by all pupils, staff and visitors</p>	<p>Staff to support children with additional needs with making choices i.e. visual aids or verbal support at meal times, snack times</p>	<p>All staff</p>	<p>Ongoing</p>	<p>The school environment is accessible to all pupils, visitors, parents, staff</p> <p>Additional needs do not prevent active participation in any aspect of the school day</p>
		<p>Medium Term To ensure that the whole school environment is visually stimulating for all children</p>	<p>Ensure that there is clear and accessible signage throughout school to support children, staff, parents and visitors with SEND.</p>	<p>All staff SLT to monitor uniformity</p>	<p>Ongoing</p>	<p>The school environment is accessible to all pupils, visitors, parents, staff</p>

		<p>Long Term To ensure that all people with a disability are able to be fully involved in school life</p>	<p>Develop and promote a whole school ethos around self-help skills and independence</p> <p>Encourage participation and enhancing experiences within the abilities of individual pupils</p> <p>Follow school policies and procedures i.e. QFT in all lessons, additional needs recognised and addressed through the graduated approach, the implementation of SEN plans</p> <p>Practice is in line with agreed school policies, LA Guidance and minimum requirements are met</p> <p>Additional support and advice from Outside agencies is sought as required and followed to overcome barriers</p>	<p>All staff</p> <p>SLT to monitor</p>	<p>Ongoing</p>	<p>The school environment is accessible to all pupils, visitors, parents, staff through a shared and inclusive approach</p> <p>Barriers to the curriculum are reduced or eliminated in an environment where all pupils are encouraged to be independent and participate in all offered experiences to the best of their ability</p>
		<p>Short Term To ensure that the medical needs of all pupils are fully met within the capability of the school</p>	<p>Ensure that health, medical/care plans are in place and reviewed regularly/annually as appropriate</p>	<p>SENCO Trained first aiders</p>	<p>Ongoing</p>	<p>The relevant paperwork supports the needs of all pupils, visitors, parents and staff</p>

Risk assessments are in place as required

Personal emergency evacuation plans are in place and all staff are aware of their roles in emergency situations

Toileting and intimate care needs are identified and plans are formed. All staff are aware of these needs

Information is gathered from parents/carers on a regular basis to ensure medical needs are highlighted and are understood by staff

Care plans are completed with parents

Liaise with relevant healthcare staff and outside agencies to ensure that procedures are in place and the needs of children are being met effectively

Complete any relevant staff training to ensure that all staff have the relevant staff to

Signage and emergency procedures are clear and accessible to all

Barriers to the curriculum are reduced or eliminated in an environment where all pupils are encouraged to be independent and participate in all offered experiences to the best of their ability

Emergency plans are reviewed regularly and all staff are aware of their roles and responsibilities

			meet the medical/care needs of all pupils			
		Short Term To ensure that parents and carers with disabilities have every opportunity to be involved in school life	<p>Gather information regularly and provide opportunities for parents to share information about current need and requirements of parents/carers, for example parents with a learning difficulty, EAL, HI, VI</p> <p>Invite parents to share in confidence with relevant staff</p> <p>Ensure all parents/carers are aware that the school has an open door policy so information can be shared at any time</p>	All staff	Ongoing	<p>Pupils and prospective pupils with a special educational needs or a disability are able to participate fully in the school community</p> <p>Barriers to the curriculum will be reduced or eliminated to the best of the schools ability.</p> <p>An open-door policy is in place so pupils and their families can share information to support their accessibility needs</p> <p>Parental engagement ensures that additional needs of family members are shared with school and actions can be taken to overcome any barriers to participation</p>
		Medium Term To improve community links	Work with relevant professionals, parents and outside agencies relevant to supporting the children and families in school	All staff	Annually	Links will be maintained with professionals, parents, outside agencies etc. relevant to supporting all children and families

			<p>Develop an awareness among all pupils of the community</p> <p>Celebrate the diversity and individuality within school and within the wider community</p>			<p>Pupils and prospective pupils with a special educational needs or a disability are able to participate fully in the school community and barriers to the curriculum will be reduced or eliminated to the best of the schools ability.</p> <p>An open-door policy will encourage pupils and their families to share information to support their accessibility needs</p> <p>Community links will increase and children will have regular opportunities to celebrate diversity and individuality</p>
		<p>Short Term To ensure that the driveway, roads and paths around school are as safe as possible for all users</p>	<p>Caretaker to continually inspect school premises to ensure site safety</p> <p>Defects to be reported to SBM immediately</p> <p>Children to be reminded regularly about riding bikes/scooters in school</p>	<p>Caretaker School Business Manager</p> <p>All staff</p>	Ongoing	<p>The school environment is accessible to all pupils, visitors, parents, staff</p>

			Bikeability training and pedestrian training to be delivered to KS2 children annually to increase awareness – adaptations to be made as necessary to ensure all children are able to participate			
To improve the delivery of information to pupils and parents/carers with a disability	<p>Our school uses a range of communication methods to ensure information is accessible to pupils, parents/carers and visitors</p> <p>This includes:</p> <ul style="list-style-type: none"> • Clear internal and external signage that is at an appropriate height and in an appropriate font • Pictorial and symbolic representations to ensure messages are fully understood 	<p>Short Term To establish close liaison with parents</p> <p>Long Term To establish close liaison with all parents</p>	<p>Gather information regularly and provide opportunities for parents to share information about current need and requirements of parents/carers, for example parents with a learning difficulty, EAL, HI, VI</p> <p>Share with parents a named member of staff to be responsible for meeting additional communication or accessibility needs of parents and children in school</p> <p>Develop clear signage to support accessibility requirements and meet the communication needs of staff, pupils, parents and visitors</p>	SLT School Business Manager	Ongoing	<p>Pupils and prospective pupils with a special educational needs or a disability are able to participate fully in the school community</p> <p>Barriers to the curriculum will be reduced or eliminated to the best of the schools ability</p> <p>An open-door policy will enable pupils and their families to share information to support their accessibility needs</p> <p>Alternative methods of communication will be explored and evaluated to ensure their effectiveness</p>

	<ul style="list-style-type: none"> • Access technology to ensure children can access learning alongside their peers e.g. use of apps to support pupils with VI • Texts and electronic Dojo messages are sent to all parents • Interpreters are used to support parents with HI at parents evenings and at other times as requested • Reserved seating is used for whole school performances / meetings to increase accessibility 		<p>Ensure that the website is up to date and accessible to staff, pupils, parents and visitors</p> <p>Review additional arrangements with identified parents regularly to evaluate effectiveness and identify any additional needs</p>			
		<p>Short Term To support parents with hearing impairments</p>	<p>Gather information regularly and provide opportunities for parents to share information about current need and requirements of parents/carers, for example parents with a learning difficulty, EAL, HI, VI</p> <p>Share with parents a named member of staff to be responsible for meeting additional communication or accessibility needs of parents and children in school</p> <p>HI interpreter used to share information at parents evenings</p> <p>Reserved seating used for meetings and school performances</p>	SLT	Ongoing	<p>Pupils and prospective pupils with a special educational needs or a disability are able to participate fully in the school community</p> <p>Barriers to the curriculum will be reduced or eliminated to the best of the schools ability</p> <p>An open-door policy will enable pupils and their families to share information to support their accessibility needs</p>

		<p>Short Term To support parents with visual impairments</p>	<p>Gather information regularly and provide opportunities for parents to share information about current need and requirements of parents/carers, for example parents with a learning difficulty, EAL, HI, VI</p> <p>Share with parents a named member of staff to be responsible for meeting additional communication or accessibility needs of parents and children in school</p> <p>Recommended fonts are used in all communications and alternative methods of communication e.g. verbal, are used to ensure messages are communicated effectively</p> <p>Reserved seating used for meetings and school performances</p>	SLT	Ongoing	<p>Pupils and prospective pupils with a special educational needs or a disability are able to participate fully in the school community</p> <p>Barriers to the curriculum will be reduced or eliminated to the best of the schools ability</p> <p>An open-door policy will enable pupils and their families to share information to support their accessibility needs</p>
		<p>Short Term To ensure that all children with ASD have access to the curriculum</p>	<p>As part of the whole school monitoring and evaluation process, ensure that all staff are effectively tracking, using data and coordinating termly reviews for pupils with SEN</p>	<p>SENCO</p> <p>All staff</p>	Ongoing	<p>SENCO and HT work with the staff, parents and outside agencies to support the pupils in school with a special educational need or disability to enable all pupils to fully participate in the</p>

			<p>Support and annual reviews for EHCPs</p> <p>Encourage parents and children to work with staff to share information on a regular basis.</p> <p>Liaise with the ASD team and other professionals to ensure up to date information is shared with staff</p> <p>Coordinate relevant staff training</p> <p>Implement advice from professionals to meet individual needs e.g. sensory/calming resources, personal work stations, current provision includes an individual room for a child</p>			<p>curriculum and engage in educational enhancements or experiences</p> <p>Advice is followed and benefits are seen in school</p> <p>Regular communication with parents is encouraged to ensure needs are met</p>
		<p>Short Term</p> <p>To ensure that all children with Speech and Communication difficulties have access to the curriculum</p>	<p>As part of the whole school monitoring and evaluation process, ensure that all staff are effectively tracking, using data and coordinating termly reviews for pupils with SEN</p> <p>Support and annual reviews for EHCPs</p>	<p>SENCO</p> <p>All staff</p>	<p>Ongoing</p>	<p>All pupils are tracked regularly and effectively and the data is used to ensure that all pupils have full access to the curriculum</p> <p>School, outside agencies and home work in partnership to support the needs of individuals</p>

			<p>Encourage parents and children to work with staff to share information on a regular basis</p> <p>Liaise with Speech Therapist employed through school to identify the needs of individual children and coordinate relevant staff training as appropriate</p>			
		<p>Short Term To enable improved access to written information for pupils, parents and visitors</p>	<p>Gather information regularly and provide opportunities for parents to share information about current need and requirements of parents/carers, for example parents with a learning difficulty, EAL, HI, VI</p> <p>Share with parents a named member of staff to be responsible for meeting additional communication or accessibility needs of parents and children in school</p> <p>Develop clear signage to support accessibility requirements and meet the communication needs of staff, pupils, parents and visitors</p>	<p>SENCO</p> <p>SLT</p> <p>School Business Manager</p> <p>All staff</p>	Ongoing	<p>Pupils and prospective pupils with a special educational needs or a disability are able to participate fully in the school community</p> <p>Barriers to the curriculum will be reduced or eliminated to the best of the schools ability</p>

			<p>Ensure that the website is up to date and accessible to staff, pupils, parents and visitors</p> <p>Review additional arrangements with identified parents regularly to evaluate effectiveness and identify any additional needs</p>			
		<p>Short Term To review children's records to ensure that the school is fully aware of any disabilities among the current population</p> <p>Long Term To ensure that the needs of all pupils are fully met and records are kept to outline needs</p>	<p>Ensure that health, medical/care plans are in place and reviewed regularly/annually as appropriate</p> <p>Risk assessments are in place for all identified users and all relevant situations</p> <p>LA Risk assessment training is up to date for School Business Manager</p> <p>Personal emergency evacuation plans are in place and all staff are aware of their role in these situations</p> <p>Toileting and Intimate Care Needs Policy is up to date and plans are written. Advice is gathered from relevant healthcare staff and other</p>	<p>SENCO</p> <p>School Business Manager</p> <p>SLT</p>	Ongoing	<p>The school environment is accessible to all pupils, visitors, parents, staff</p> <p>The relevant paperwork supports the needs of all pupils, visitors, parents, staff</p> <p>Signage, emergency procedures, risk assessments and other documentation is in place to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability</p>

			<p>outside agencies to ensure that procedures are in place and the needs of children are being met effectively</p> <p>All staff are aware of these plans and their roles and responsibilities</p>			
		<p>Short Term To review and amend the records that are kept for each child to ensure clarity and cohesion</p> <p>Short Term To ensure that all records and data kept is in line with GDPR regulations</p> <p>Long Term To ensure records are maintained and kept up to date</p>	<p>Ensure that documentation, paperwork and the school website is up to date and meets with LA and school policies and requirements</p> <p>Ensure GDPR regulations are adhered to</p>	<p>SENCO</p> <p>School Business Manager</p>	Ongoing	<p>The relevant paperwork supports the needs of all pupils, visitors, parents, staff</p> <p>Signage, emergency procedures, risk assessments are in place to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.</p> <p>The school website is up to date and accessible to all pupils, visitors, parents, staff</p>

5. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if needed.

6. Links with other policies

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

- Special Educational Needs and disabilities policy
- Supporting pupils with medical conditions policy
- Health and Safety policy
- Equality information and objectives
- Risk assessment policy

The implementation of this policy and its effectiveness will be monitored by the Head Teacher and SENCO.

Date of Implementation: September 2018

Date of Review: July 2021

Signed SENCO: *A Luke*

Signed Head Teacher: *A Ryder*

Signed Chair of Governors: *A Bartlett*

Appendix 1

Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	All corridors are wide and are easily accessible Flooring is level and there are no internal steps	Ensure corridors remain clear and are easily accessible Monitor condition of flooring and rectify and defects immediately	DS Overseen by JS	Ongoing
Internal doors	Original internal doors are standard width and may not be accessible via wheelchair Newer parts of the building including the main reception, EYFS and KS2 corridor contain wider, accessible doors Toilet doors are also standard width and may not be accessible via wheelchair	Continue to monitor current needs in school If/when needs arise, adaptations and modifications to facilities could be needed	JS	As required
Parking bays	The number of parking bays have recently increased but none are designated for blue badge holders	Consider identification of a designated blue badge parking space	JS	July 2019
Entrances	The main entrance is accessed via an automatic door. There is a ramp which allows users to avoid steps. Entrances to EYFS are level and can be accessed via wheelchair. All doors in this area (excluding the door into the main hall) are wider. The KS1 entrance is accessed via steps and is standard width. All doors within KS1 are standard width The KS2 entrance is level and can be accessed via wheelchair. It is wider and leads into a wider corridor. Other classroom	Ensure entrances remain accessible and can be used by wheelchair users Ensure automatic door sensor is able to detect visitors in wheelchairs Consider alternative access arrangements for KS1 children as required if steps are difficult to navigate	JS All staff to be aware of individual needs of children in their class when entering / exiting the building	As required

	doors in KS2 are standard width. Fire exits can be used by wheelchair users (though re-entry to the building must take into account a small step – this is not an issue when exiting the building due to the direction of movement)			
Ramps	The main entrance is accessible via a ramp Handrails are provided to support access to the building via this entrance	Caretaker to maintain the entrance to ensure it is accessible by all Defects to be rectified immediately	DS	Ongoing
Reception window	This is lower to ensure accessibility for wheelchair users	Ensure that the height of the signing in system is adapted as required for visitors in wheelchairs and visitors with mobility difficulties	JW	Ongoing
Steps	External steps are clearly identified with yellow paint to support all users, particularly those with VI	Caretaker to ensure that this paint is maintained and is in good condition to support VI visitors	DS	Ongoing
Gates	External gates are identified with red paint	Caretaker to ensure that this paint is maintained and is in good condition to support VI visitors and to ensure exit points are easily identifiable in an emergency	DS	Ongoing
Toilets	Disabled toilet facilities are available in the main reception area A large adult toilet is available in KS2 but this does not contain grab rails KS1 children's toilets contain grab rails but doorways are not wheelchair accessible	Continue to monitor current needs If/when needs arise, adaptations and modifications to facilities, especially for children, could be needed	JS	As required
Internal signage	All internal signage is clear, is at a suitable height and is in an appropriate font	Continue to ensure that access information is clearly visible throughout school Ensure visuals accompany written messages	All staff to be aware JS to monitor	Ongoing

Visitors	Visitors are informed of relevant information when signing into school	Continue to ensure that relevant accessibility information is shared with visitors to school Continue to ensure that all staff are aware of roles and responsibilities relating to accessibility as agreed	JW All staff to implement plans as agreed Arrangements to be overseen by JS	Ongoing
Emergency escape routes	Escape routes are identified by signs and rooms have push-bar fire exits Regular evacuation drills are carried out to ensure that children, staff and visitors are able to exit quickly and safely in an emergency. A de-brief takes place to evaluate the effectiveness of the drill and issues are identified and resolved as appropriate	Ensure all escape routes remain clear All staff to participate in evacuation drills and report findings during the de-brief Individual evacuation plans are to be created for children, staff or regular visitors in school in the case of an emergency Procedures are in place to support visitors in the case of an emergency	All staff Overseen by JS	Ongoing
Bells	Emergency bells are located throughout school and are at an appropriate volume so they can be heard in all parts of the school Accompanying lights ensure that HI children, staff and visitors are aware of emergency situations	Emergency bells to be tested regularly Tests carried out to ensure bells can be heard easily in all parts of the school Defects to be rectified immediately	DS to carry out regular checks to ensure bells are audible in all parts of the school Findings to be reported to JS	Ongoing
Fire break points	Fire points are located throughout school Some are at an appropriate height for wheelchair users, though some are too high	All staff are aware of the location of these points Fire points are maintained regularly to ensure they are in working order Defects to be rectified immediately	DS to carry out regular checks to ensure fire points in all parts of the school are in working order Findings to be reported to JS	Ongoing