



## Adlington St Paul's Accessibility Plan 2019 – 2022



*Learning Together. Following Jesus.*

***Whatever you do, work at it with all your heart. Colossians 3 V 23***

This Accessibility Policy and Plan are drawn up in compliance 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 of three years. 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: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Adlington St Paul's, we have high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves to their potential. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure that we recognise and value uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are committed to improving children's confidence and self-esteem.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Adlington St Pauls CE Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. (see below)
4. The Accessibility Plan will contain relevant actions to: Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education. Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). This covers teaching and learning and the wider curriculum of the Nov 19 school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. Improve and make reasonable adjustments to the delivery of



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written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period

The school acknowledges the need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.



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Improving the Physical Access

Targets	Strategies	Outcome	Timeframe	Goals achieved to date
<p><b>Improve physical environment of the school environment</b></p>	<p>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.</p>	<p>Enabling needs to be met where possible.</p>	<p>On going</p>	<p>Classroom environment adjusted to ensure children in the reception class have access to all areas when accessing continuous provision (Autumn 2019)</p> <p>Steps provided in Reception toilets to aid children with access to toilet (Autumn 2019)</p>
<p><b>Ensure classroom learning environments are suitable for the needs of the staff &amp; pupils within it.</b></p>	<p>Create one page profiles for children with complex needs.</p> <p>Adaption to classroom environment made as appropriate to need.</p> <p>Review suitability of current blinds in classroom areas for acoustics.</p> <p>Ensure that hearing and visual environment in classrooms is regularly monitored to support hearing impaired children.</p> <p>Seek support from Local</p>	<p>Classroom environments will be suitably adapted to the pupils within it.</p> <p>Staff will have some training on provision for pupils with disabilities and additional needs.</p>	<p>Termly reviews of environments</p>	<p>Health and safety audit to meet the needs of a child. Recommendations put in place (Autumn 2019)</p>



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	<p>Authority HI advisory teachers (where appropriate) Regularly review the lighting in classrooms and shared areas.</p>			
<p><b>Ensure all pupils and staff can be safely evacuated from all buildings.</b></p>	<p>Fire safety audit. New signage/procedures etc. to take account of split buildings. Develop a system to ensure all staff are aware of their responsibilities in relation to able-bodied/disabled pupils. Fire evacuation procedures training for all staff. Personal evacuation plans in place for key children.</p>	<p>All staff and pupils will be aware of fire evacuation procedures.  Signage around school will be in place using key fobs</p>	<p>On going</p>	<p>Fire evacuation practices and reports shared with staff members (Jan 2020)  Personal evacuation plans for key children. Staff aware of pupils in their class.</p>
<p><b>To ensure that the medical needs of all pupils are met fully within the capability of the school.</b></p>	<p>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Produce healthcare plans for key children.</p>	<p>All staff aware of specific children's medical needs.</p>	<p>On going</p>	<p>Health care plans in place for key children and medical register established (Autumn 2019)  Epilepsy Nurse supporting school in strategies and care for epilepsy children  Training for the use of epi pens.</p>



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Improving the curriculum access

Targets	Strategies	Outcome	Timeframe	Goals achieved to date
<p><b>To ensure that all pupils have access to the full curriculum.</b></p>	<p>Increase staff confidence in meeting the needs of all pupils – regular training from SENCO and external providers. Regular curriculum update training – including appropriate differentiation and provision. Strategies/advice from external agencies to be sought when necessary.</p>	<p>Staff will be confident in delivering the curriculum to the pupils in their class and will meet the needs of all pupils.</p>	<p>On going  Reviewed IEP termly  Ongoing training as new needs arise</p>	<p>Training from Golden Hill to meet the needs of behaviour to allow access to the curriculum.</p>
<p><b>Ensure that resources are available to meet pupil needs.</b></p>	<p>SENCO to liaise with staff to ensure provision for pupils with SEND have access to appropriate resources e.g. ear defenders, overlays, slopes, Fiddle toys, spinners, squeeze balls, massage balls, wobble cushions, weighted blankets, timers, etc. Subject leaders to monitor the progress of pupils who have been assessed as suitable to take part in intervention strategies and keep SLT informed</p>	<p>Pupils will have access to resources and equipment which enable them to access the curriculum and reach their potential.</p>	<p>IEP for children with SEND written and reviewed termly</p>	<p>Regular reviews of provision for children with SEND.</p>
<p><b>All out-of-school activities and clubs are planned to</b></p>	<p>Review curriculum plans and promises to ensure compliance with legislation</p>	<p>All out of school activities will be conducted in an inclusive environment</p>	<p>On going</p>	<p>Increase in access to all school activities for all pupils</p>



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ensure, where reasonable the participation of the whole range of pupils		with providers that comply with all current and future legislative requirements		
<b>IEPs and target setting are effectively used to ensure that the learning needs of pupils are met</b>	<p>Teachers regularly review pupil IEP and use assessment to inform review and future planning IEPs are effectively used to inform teachers planning</p> <p>SENCo is kept informed of IEPs and progress against targets SENCo reviews provision for SEN pupils using IEP information</p>	The needs of all children are met to ensure they make the appropriate progress	Half termly	IEPs and target setting are effectively used to ensure that the learning needs of pupils are met

**Improving the Delivery of Written Information**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved to date</b>
<b>Ensure that parents, carers pupils &amp; other stakeholders have full access to information about the school, the curriculum and their child(ren).</b>	<p>Review information to parents/carers to ensure it is accessible.</p> <p>Make alternative formats available where required.</p> <p>Make alternative arrangements for communicating with hearing</p>	The school will be able to provide written information in different formats when requested for individual purposes	Ongoing reviews as the needs of the school change.	<p>Text to parent service used to give out key information.</p> <p>School reports duplicated where necessary for separated families.</p>



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	impaired/vision impaired families if necessary e.g. translators, texting service etc.			
<b>To review children's records ensuring school's awareness of any disabilities</b>	Information collected about new children. Records passed up to each class teacher. Information about specific children's needs shared on the teacher drive. All reports can be read and strategies implemented. Annual reviews Medical forms updated annually for all children Personal health care plans in place where necessary.	All staff aware of children's specific needs.	Annually	Each teacher/staff member aware of disabilities of children in their classes
<b>Access arrangements in place for statutory assessments.</b>	Ensure Year 2/Year 6 staff are fully aware of the needs of the pupils and the access arrangements required.  Ensure all Year 1 staff are aware of the needs of their pupils in relation to the phonics screening test.	Year 2/6 pupils are catered for during the statutory testing procedures to allow them to demonstrate their potential.	Regular review of needs.	Access arrangements arranged for tests as appropriate.