

# Accessibility Plan – St. Peter’s C. of E. Primary School

## Actions in light of report completed November 2020



### Introduction

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:

- (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.
- 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.

St Peter’s C of E 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. They 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.

St Peter’s C of E Primary School has adopted this accessibility plan in line with the school’s special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school’s last access audit which took place in October 2018 and should be read in conjunction with this Audit. The Schools special educational needs policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school’s publication of equality information. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil’s development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Head Teacher to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is the aim of the School to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

## **2. Sensory and physical needs**

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

### 3. Reasonable adjustments

The School will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

#### The building and grounds:

- audio-visual fire alarms
- assistance with guiding

#### Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

#### Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

Signed by

Head Teacher	N. Gomersall	Date:	November 2020
SENCo	D. Parker	Date:	_____
Governor	_____	Date:	_____

## Priority Ratings

### Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

### Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

### Priority C:

Where action is recommended within 12 - 24 months to improve access.

### Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

### Key for Costs

N - None

M - Minimal

OG - Ongoing

Maintenance

ST - Structural Change

EX - Major Structural Change

Report Ref	Actions	Priority	Cost	Personnel /Target date	Date Completed
<b>Part 5 – Safeguarding</b>					
5.5	Provide staff with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2015 updated 2020) and ask them to sign to indicate that they have read and understood it if you have not already done so.	A	N	NG – Every database	October 2020
5.6	Update staff on the new guidelines in the September 2020 version of 'Keeping Children Safe in Education'.	A	N	NG – Every database	October 2020
<b>Part 6 – Approach to school</b>					
6.4	Ensure that the gate handles and stanchions contrast with the gate. Cut back the bushes at the entrance leading to reception.	A	M	2018	Bushes – Oct 2018 Sept 2019, Sept 2020
6.5	Remind parents via the newsletters to park sensibly and safely when collecting pupils.	A	N	2018 and on going 2019, 2020	
<b>Part 8 – Route to Main School Reception</b>					

8.4	Put a notice on the website advising disabled visitors of the procedures to gain access to the school and erect signs at the main entrances	A	N	2018	Completed 2018
<b>Part 9 – External Ramps and Steps</b>					
9.3	Ensure that the ramps are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition. Mark tape at the start and end of every handrail to aid the visually impaired students and visitors. Mark start and end of ramps as indicated.	B	M	We don't have any visually impaired children currently	Completed 2019
9.4	There is a sloping path between the two buildings and a ramp beside a set of steps. Both of these should have two handrails fitted.	B	M	Spring 2021	
9.5	See previous notes about highlighting handrails with tape at the start and finish of the steps. Install handrails where necessary.	B	M	Spring 2021	
9.6	Paint nosings on all outside steps where necessary and where there is no tactile paving and re-paint at the first sign of wearing. Paint nosings in a contrasting colour.	B	M	2020	October 2018 September 2019 November 2020
<b>10. Main Entrance to School</b>					
10.9	Because manual door closers are fitted to the doors make sure these are adjusted to provide the minimum force necessary to open or close the doors. Make sure staff and students are aware of the need to offer assistance by holding open doors or carrying materials for people with disabilities who have difficulties at the entrance.	A	N	2018 and on going	Completed 2018 Fixed again September 2019 September 2020
<b>11. Reception Area and Desk</b>					
11.6	The visitors' chairs should preferably be on legs or glides, rather than castors – for stability reasons. Chairs with arms may help some less agile visitors both sit and stand up more easily: chairs without arms may be easier for some visitors to sit into. On balance, perhaps choose chairs with arms, and add	B	M	Spring 2021	

	one/some without arms if space allows. Provide a high-back chair with arms for people who may find it difficult to rise from the style of chair provided.				
11.8	We suggest considering fitting the reception area with an induction loop hearing enhancement system, especially if the area is likely to be noisy. This is for the use of hearing impaired visitors/parents. The sign should be clearly displayed.	B	M	In building phase when complete the new office Phase 6 in the future	
<b>12. Corridors, hallways and internal circulation</b>					
12.8	Remove items blocking access in all corridors and cloakrooms	A	N	2018 and on going	2018 2020
<b>13. Wayfinding and signage</b>					
13.5	Review internal signage and add more directional signs.	B	M	2019	July 2019
13.6	Ensure all signs and displays are in lower case.	B	N	2019	July 2019
13.8	Incorporate tactile signage in all your future signs.	B	M	Spring 2021	
<b>14. Classrooms and Facilities</b>					
14.37	Consider installing Hearing enhancement system. In hall	B	M	To be completed when the hall is refurbished, part of building phase.	
14.38	Keep clutter to a minimum to eliminate trip hazards.	A	N	2018 and on going	2018
14.39	Ensure that at least one pc is accessible to a wheelchair user and provide a high-backed chair with arms in the Library and Dining Room and Staffroom.	B	M		PC – 2018 Can be moved if needed
<b>15. Internal Stairs, Steps and Ramps</b>					

15.3	It is recommended to highlight the start and end of each staircase and handrails with marking tape or different coloured carpet tiles. This will greatly assist a visually impaired person.	A	M	Spring 2021 or before if we have a child or staff member who is visually impaired	
<b>16. Internal Doors</b>					
16.9	Mark propped open doors with well contrasting markings along their narrow edges. Label glass doors with posters or decorative designs. Ensure that fire doors are not propped open under any circumstances.	A	N	2018 and on going	Completed 2018
16.10	Make frequent checks on all doors in the School and adjust when necessary i.e. Disabled Toilet door.	A	N	2018 and on going	Completed 2018
16.11	Remove any posters etc. covering the vision panels.	A	N	2018	Completed 2018
16.12	Check and replace non-compliant handles with D-shape handles.	B	M	In all future building projects	
<b>17. WCs general provision</b>					
17.8	Check and replace non-compliant taps with push button or lever taps.	B	M	2019 with building work	Completed 2019
<b>18. WCs provision for disabled users</b>					
18.7	The toilet designated as a Disabled toilet requires complete refurbishment to comply with regulations. Remove shower unit.	A	M	Summer 2021	
18.9	When installed ensure the alarm cord in the accessible toilet is of a suitable length and ask cleaning staff to ensure that the cord is kept hanging free. Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff.	A/B	N/M	Summer 2021	
18.10	Provide signage showing the location of the accessible toilet.	B	M	Summer 2021	

18.11	Ensure that the coat hooks are at a suitable height, in the accessible toilet, so that they can be easily reached by a person in a wheelchair.	B	M	Summer 2021	
<b>19. Kitchen and Dining area, Staff Room</b>					
19.7	Provide a high backed chair with arms in the Staffroom.	A	M	2020 or sooner if needed	2018 have one than can be moved if required.
<b>20. Gender identity</b>					
22.26	Upon presentation, name and gender-marker (pronoun) change, including on documents, school records, DfE returns (keep secure any hard copy or IT documents with old name/pronouns). Reissue any award or other certificates (N.B social name change does not require anything other than the young person's expressed intentions and parents'/guardians' agreement; children may obtain a Deed Poll or Statutory Declaration may help to facilitate correction of documents. 16+ don't need parents'/guardians' support. <a href="http://www.ukdp.co.uk/namechange-age-restrictions/">http://www.ukdp.co.uk/namechange-age-restrictions/</a> Date of transition (change of gender role), including any uniform requirements, agreed with young person and family;	A	N	2020 or before if required	
22.27	Toilet and changing facilities: ensure that these are immediately available in line with new gender presentation, and the young person's wishes; Disclosures: To whom, by whom, how and when? May include communication to teachers, pastoral staff, school nurse and other staff, governors; possibly, parents of children in class; children in peer group, whole school? Only give information when necessary; respect confidentiality and privacy e.g. a new pupil who has already transitioned need not disclose; Press Intrusion: Prepare generic equality	A	N	2020 or before if required	



	statement to be issued if necessary. Alert office staff who respond to telephone calls, so that confidentiality and privacy is not breached.				
22.28	<p>Training: Teachers and pastoral staff, governors; may include use of e-learning: <a href="http://cs1.elearningforhealthcare.org.uk/public/GEV/GEV_01_001/story.html">http://cs1.elearningforhealthcare.org.uk/public/GEV/GEV_01_001/story.html</a></p> <p>Literature: e.g. leaflets for parents, signposting e-Learning; Support: Appoint mentor for child; signpost other support groups for family. See: Directory of groups <a href="http://www.TranzWiki.net">www.TranzWiki.net</a>; GIRES at <a href="http://www.gires.org.uk">www.gires.org.uk</a> Mermaids at <a href="http://www.mermaids.org.uk">www.mermaids.org.uk</a> Allsorts at <a href="http://www.allsortsyouth.org.uk">http://www.allsortsyouth.org.uk</a></p>	A	N	2020 or before if required	
22.29	<p>Time out: Children (especially during puberty) may need clinic appointments – miss school and need to make up lost lessons; from start of puberty, possibly on hormoneblockers leading to lack of energy, see: <a href="https://tavistockandportman.nhs.uk/care-and-treatment/">https://tavistockandportman.nhs.uk/care-and-treatment/</a> our-clinicalservices/gender-identitydevelopment- service-gids/ <a href="http://elearning.rcgp.org.uk/gendervariance">http://elearning.rcgp.org.uk/gendervariance</a></p> <p>Curriculum: Introduce equality and human right concepts in classroom; see: <a href="http://www.gires.org.uk/education/classroom-lesson-plans">www.gires.org.uk/education/classroom-lesson-plans</a>;</p> <p>Primary level: Penguin Stories; Middle school: Peter's story (parent is trans); middle and senior school, The Gender Question.</p>	A	N	2020 or before if required	
<b>24. Means of escape</b>					

24.6	An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily	A	N	2018 and on going	Completed 2018
24.7	Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required.	A	M	2018 and on going	Completed 2018
24.9	Ensure fire extinguishers are wall mounted, clearly signed and checked annually.	A	N	2018 and on going	Completed 2018
24.10	Provide wheelchair handling training to teachers and caretakers	A	M	2020 or before if required	
<b>27. Outdoor Spaces and Outdoor Circulation</b>					
27.7	Purchase a suitable outdoor picnic table for wheelchair users.	B	M	2020 or before if required	
27.8	Plan to provide accessible parking in close proximity to the sports fields on an ad hoc basis. You will need to ensure that parents needs are ascertained prior to such an event and information in relation to visitors special needs should be sought at the time invitations to Sports Days and similar events are made.	C	OG	2018 and on going	Completed 2018
<p><b>SUMMARY</b></p> <p><b>The main priorities in the school's plan</b></p> <p><b>Increasing the extent to which disabled pupils can participate in the school curriculum</b></p> <p>Training for teachers and support staff and differentiating the curriculum  All out of School activities are planned and risk assessed to ensure participation for all  Training for Awareness  Raising of Disability issues  Information to know your students' needs</p> <p><b>Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:</b></p> <p>The key objective is to ensure that school premises are adapted so that disabled pupils are not prevented from attending the school of their choice because the premises are inaccessible and/or cannot meet the needs of the pupils.</p> <p>Making sure clear procedures are implemented to ensure that disabled pupils who are starting school have their needs assessed and that</p>					

necessary adaptations at the school of their choice are carried out in time for the start of term.

**Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

Availability of written material in alternative formats as required

Raise the awareness of adults working at or for the School on good communications

If required arrange for visual impaired students to be able to access documentation

Review all policies to ensure that they do not discriminate the needs of staff, students or visitors

**Updated November 2020**