



# Accessibility Plan

Ainsdale St. John's CE Primary School, as are all other Schools, are required to have an accessibility plan. This is a statutory requirement (see DfE's guidance on statutory policies for schools).

Ainsdale St. John's CE Primary School understands that it is legally required to complete an Accessibility Policy and Plan, which will be reviewed and reported on annually.

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that "schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation".

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender, and disability.

An accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy is:

- Reviewed and reported on annually and drawn up/updated every three years.
- Approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the Headteacher.

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

#### **Definition of special educational needs:**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Vision and Values:**

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. At Ainsdale St John's, we actively remove barriers to children's learning by delivering high quality provision that is personalised in an inclusive setting. This accessibility plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

The plan aims to improve access to all aspects of education within our school and is organised in a way that helps to remove any barriers to pupil learning. It also aims to widen the opportunities for including more pupils within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The School Governors are accountable for ensuring the implementation, review and reporting progress of the Accessibility Plan over a prescribed period.

## **The Accessibility Plan outlines action to:**

- Improve the physical environment to increase access to education and associated services by ensuring that all the school buildings and grounds are fully accessible and providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students.
- Increase access to the curriculum by providing for all students with a curriculum which is appropriate to their needs. Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, can access it. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Improve the availability of accessible information to pupils, parents and visitors. 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.

## **School access policy and strategy includes:**

- To provide a safe, comfortable, pleasant, and secure environment for pupils, staff, parents, and visitors that is accessible for all and complies with current legislation.
- Ainsdale St. John's CE Primary School has been proactive in all aspects of Accessibility including improvements to the physical environment.
- To manage the asset in compliance with all statutory requirements.
- To manage the asset in conjunction with The LDST Trust and DfE guidelines and requirements.
- To improve educational standards through improvements in the educational environment.
- To provide the physical fabric teaching environment that conveys a positive message and maintains / improves the self-esteem of its occupants and the local community.
- Continually strive to provide improved facilities and meet needs of curriculum development and changes.
- To address inclusivity/access for all.

## **Current Strategies:**

### **Access to the Physical Environment**

- The layout and size of all areas on the site allows access for all pupils, staff, and visitors. The building complies with modern accessibility requirements, future refurbishment & remodeling works within the school consider accessibility in the design.
- Wheelchairs can move about the school without experiencing barriers, corridor doors hold open devices that do not compromise fire compartmentalisation (except for restricted access for safeguarding purposes).
- If accessibility to any area is difficult for any pupil, staff member or visitor due to physical barriers the school will consider moving that class to an accessible area.
- Ramps & sloping approaches are available to allow full access to the main entrance & all areas of the building.
- All areas, to which pupils have access, are well lit.
- Furniture and equipment are selected, adjusted, and located appropriately.
- Disabled (accessible) toilet facilities are provided.

### **Access to the School Curriculum**

- Where appropriate, all teachers and support staff have had the necessary training to teach and support disabled pupils. Staff training is ongoing.
- Ensure accessibility materials are available for Visually Impaired children.
- All classrooms are optimally organised to cater for disabled pupils, where necessary.
- All lessons are suitably differentiated for all children to achieve.
- All school visits and trips need to be accessible to all pupils.
- Ensure all staff (teaching and non-teaching) are aware of disabled children's curriculum access.
- Teaching strategies allow for learning to take place and involve the children in tasks that can be achieved by the individual child, by the group or by the whole class.
- All pupils are encouraged to take part in music, drama, and PE.
- Staff recognise and allow for the additional time required for some pupils to use equipment in practical work.
- Teachers are very aware of the children's individual needs and do provide alternative activities for those children who cannot engage in particular activities.
- All school visits are open to all pupils irrespective of attainment or impairment.
- All teachers have high expectations of all pupils.
- Ensure disabled children can take part equally in lunchtime and after school activities.
- It is part of our inclusion policy that all staff seek to identify and remove any barriers to learning and participation that can hinder or exclude individual pupils.
- The SENDCo liaises with outside agencies to seek help in providing other curricular opportunities outside of the National Curriculum to meet the needs of individuals, e.g. speech and language therapy and mobility training, occupational therapy/physiotherapy.
- The school has access to Sensory Support and a SEN Assessment and Pupil Support Service for advice.

### **Access to Communication**

- Ensure all parents and carers can access information produced by the school.
- The school offers information in alternative format, where appropriate.
- Coloured paper and overlays are used if there is a particular problem with reading.
- Larger text is provided for those children with visual impairment.
- To improve the fixed signage and the lighting around school for the benefit of those with communication difficulties/EAL