

All Saints CE Primary School Accessibility Plan 2020 – 2025

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 and/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 in the Department for Education’s guidance on statutory policies for schools.

All Saints 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 the school.

Overall Aim: To ensure considerations of disability equality are at the forefront of all decisions and activities of the school, thereby planning strategically to increase access over time.					
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	To improve access to the front of the building by changing the direction of the existing ramp	Seek advice from building contractors to improve existing access arrangements.	Wheelchair users are able to access the building more easily and from the street and from the car park	Summer term2020	Access is easy for wheelchair users and ramp meets health and safety requirements.
	To provide a continuous handrail on the ramp to the main entrance.	Seek advice about a suitable handrail installation to the main entrance.	Handrail in correct position. Consideration to deliveries.	Summer Term 2020	Handrail provided for those who require physical support.
	Lowering the kerb in the car park for disabled drivers/wheelchair access	Seek advice from building contractors to improve existing access arrangements	Kerb lowered.	Summer Term 2020	Access is easy.
	Do all those steps have a contrasting colour edging?	To seek advice regarding suitability of colour edging	To replace contrasting edging where required	Summer Term 2022	Contrasting edging in place.

	Disabled lift maintenance. £ Closemat disabled toilets maintenance		Lift maintained and any repairs carried out Disabled toilet maintained in good condition.	Every 6 months Every 12 months.	
	To ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities.	To make enquiries within the Local Authority for alternatives for converting written information.	When needed the school provides written information in an alternative format for parents/carers	Ongoing	Delivery of information is improved for parent/carers with a disability.
	Extend the existing car park to allocate 2 designated disabled spaces	Seek advice from building contractors to improve existing access arrangements	Designated parking spaces available for visitors to the school.	Spring Term 2023	Accessibility is improved for visitors.

Appendix – Additional security strategy.

Objective	Action	Timescale	Person Responsible
To improve the security at the main entrance to school and provide a single point of entry for visitors to the school.	A reinforced vestibule, and double entry door system. Besides acting as a weather vestibule, a double door system can greatly enhance security layering and screening. Provide an intercom or video call box that is located on the outside door, and the main office or administrative area can screen a visitor or vendor with this system while they are still outside. Visitors granted access through the primary entrance are required to sign in and show id at the main office. The office would allow visitors to enter the first entrance, but the secondary entrances or exits would remain locked and monitored until the office staff ascertain it is safe to grant access to the visitor.	September 2020	G Branch and Office Staff

	Out of hours access procedures in place for After School Club. New "office hatch" with shutters. Continue to: • Treat everyone who is not a member of staff or a pupil as an intruder until they have gone through the visitor reception procedure. • Provide visitors with a waiting area until they can be dealt with. • Identify legitimate visitors, monitor their arrival, movement around the school and departure time. • Make all visitors sign in on the new electronic system and give the reason for their visit. • Pupils should not approach any stranger who is not wearing a badge and should be told to report all strangers and intruders immediately to the nearest member of staff. • School procedures continue for parents to obtain permission to take children out of school during the school day and to inform the school when someone else will collect children at the end of the day.	Ongoing throughout the year	G Branch and Office Staff
Improve safety and security in Early Years	Install new fob system and exit push buttons, out of children's reach, on entry into Year 1 and the hall. Move exit push button out of children's reach on Year 1 exit door.	June 2020	G Branch

Curriculum

Specific objective – to increase the extent to which disabled pupils can participate in the curriculum.

Success Criteria – Barriers to the curriculum have been reduced or eliminated, ensuring full access to the curriculum for children with a disability.

Actions:

- Continue to include strategies such as class visual timetables.

- Include implementation of SEND Code of Practice through
 1. EP and other outside agency consultations which involve parents
 2. 1: 1 TA support staff performance management focussing on a particular area of SEN
 3. Procedures for obtaining information for pupil profiles for children with statements and EHCP's

- Identification and tracking of pupils with SEND and those disadvantaged by:
 1. Pre-school provider and home visits for new FS pupils
 2. Carry out termly pupil progress meetings with an item for SEND and disadvantaged pupils which create ensuing actions.
 3. SEN planning meetings

- Increase pupil participation in all activities by:
 1. Fund time from an LA Attendance Officer to ensure good attendance for all pupils.
 2. Adapt PE lessons to ensure the participation of all children including those with physical disabilities.
 3. Arrange appropriate transport and additional staff for children as necessary so they can take part in trips and residential holidays.

- Develop use of ICT as a way of accessing learning:
 1. Use of laptops/ipads for individuals as a method of recording

- Develop provision for children with medical conditions:
 1. Update care plans
 2. Training for staff for children with conditions e.g. diabetes

