

Shurdington CofE Primary
Be the **BEST** we can be, through love.

Believe Enjoy Succeed Together
'Love God and love your neighbour as you love yourself.'
Matthew 22, verses 37 and 39.

Accessibility Plan

Shurdington Church of England policies are written in the spirit of Christian values
Agreed by Governors: November 24
Review Date: November 27

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)r Professionals working with children and Young People (0-25 yrs) with Additional Needs including SEN and Disabilities
- Gloucestershire Guidance Booklet
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- SEND Policy
- Single Equality Policy
- Safeguarding Policy
- Health and Safety Policy

SENCo: Mrs Jo Townsend

Contact: 01242 862420

SENDCo@shurdington.gloucs.sch.uk

SEN Governor: Rachel Cottell

Contact: 01242 862420

Plan Principles

Shurdington CE Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. Equality for disabled pupils is an explicit aim.

The definition of disability is:

4.4. The Act defines disability as when a person has a 'physical or mental impairment which has substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV multiple sclerosis and cancer are all considered disabilities regardless of their effect.

We recognise:

Our duty under The Equality Act 2010:

1. 1.5 The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:
 - a) In relation to admissions
 - b) In the way it provides education for pupils
 - c) In the way it provides pupils access to any benefit, facility or service or
 - d) By excluding a pupil or subjecting them to any other detriment

Special provisions for disability:

1.25 Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. Provision for disabled pupils is closely connected with the regime for children with special educational needs.

Aims

Shurdington CE Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in the full curriculum
- Planning out of school activities including all school trips and excursions so that pupils with disabilities can participate
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- Planning the physical environment of the school to cater for the needs of pupils with disabilities
- Raising the awareness of disability amongst staff (teaching and non- teaching) through a programme of training
- By using language which does not offend in all its literature and make staff and pupils aware of the importance of language
- By examining our written resources to ensure that there are examples of positive images of disabled people

Actions to ensure equality for pupils with disabilities

1. Annual Access Audit of the school (Local Authority)
2. As a result of the audit we shall:
 - Address any elements which may impact on the achievements of pupils with disabilities
 - Inform teaching and support staff, Governors, pupils and parents of planned actions necessary
 - Monitor the success of the actions
3. The Governing Body will monitor and further develop the Accessibility Plan to ensure that pupils with disabilities are not being disadvantaged

Evacuation Procedures

The schools Fire and Safety Policy lays down basic procedures for the safe, efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in a Personal Evacuation Plan (PEEP) for the pupil.

Curriculum Access

Our aim is that pupils with disabilities should have access to a broad and balanced curriculum in line with their peers. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school SEND Policy.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops.

Advice is sought from the appropriate agencies. Support can be provided in a variety of ways through the school's graduated approach strategy.

- Input from the Advisory Teaching Service
- Input from the Educational Psychologist
- Adaptation of teaching materials

In constructing the school timetable, the school will give consideration to individual needs. Also ICT, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning.

Information for pupils and parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved (age appropriate) through the One-page profile and pupil voice.

If pupils or parents/ carers have difficulty accessing information normally provided in writing by the school such as newsletters, homework etc. then the school will be happy to consider alternative forms of provision.

Monitoring and Review

The Accessibility Plan was formally adopted by Full Governing Body in

Its implementation is seen as the responsibility of all the staff. Its use and effectiveness will be supported and monitored by the Senco working closely with the Headteacher.

Signed _____
(Headteacher)

Signed _____
(Chair)

Appendix 1. PHYSICAL ACCESS TO BUILDINGS AND CLASSROOMS

Buildings	Features	Action required	Timescale	Person Responsible
Car Park	Access Parking space	Maintain parking space	Annual safety check	Local Authority Head Teacher
Corridors	Level access	Maintain clear and accessible space for wheelchair use Lift available so school is fully accessible.	Annual safety check	Local Authority Head Teacher
Main Building	All classrooms have flat entrance and exits Physio-therapy room with hoist by Y3 class.	Maintain clear and accessible space for wheelchair use	Annual safety check	Local Authority Head Teacher
Access toilet	There are disabled toilets opposite hall and next to physiotherapy room (hoist fitted)		Annual safety check	Local Authority Head Teacher
Hall	Exit via Y6 flat.		Annual safety check	Local Authority Head Teacher
Playground	Available for all pupils. Access is available without the need to use steps.		Annual safety check	Local Authority Head Teacher
Climbing frame/ Trim Trail	Large wooden frame with steps and climbing net Range of wooden apparatus on field	Risk assessment for disabled pupils and reasonable adjustments in place	Annual safety check	Local Authority Head Teacher
Field	Level access to field		Annual safety check	Local Authority Head Teacher