



Shawlands Primary School

Accessibility Strategy

Shawlands Primary School

Accessibility Strategy

2022

Introduction

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The Special Educational Needs and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education.

The Equality Act 2010 and related Equality Duty 2011 reiterate the duty upon schools as laid out in the previous Disability Discrimination Act 1995.

This has placed three key duties on schools, which are:-

- not to treat disabled students less favorably for a reason related to their disability
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- plan to increase access for disabled pupils

Purpose of the plan

The school's Accessibility Plans forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its community who have a disability. The duty is to anticipate and plan for their future needs.

The Accessibility Plan identifies the action that the school intends to take over a three year period to increase access for those with a disability in three key areas

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Definition of disability according to the Equality Act 2010

Shawlands Primary School will seek to ensure that it does not disadvantage or discriminate against a disabled person because of something that is a consequence of their disability.

The Equality Act 2010 defines a disabled person as "someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities". The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities and also some medical conditions, HIV, multiple sclerosis and cancer which are all considered disabilities, regardless of their effect.

Note: It is likely that the school will at some point have disabled pupils, staff members and service users.

Review and Implementation

The school will be required to have an accessibility plan which is regularly reviewed. This is the responsibility of the Local Governing Body. As part of this regular review, the school will

also need to provide adequate resources for implementing plans. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

The accessibility plan is structured to complement and support the school's Equality and Diversity Policy and the Special Educational Needs and Disability Policy. The plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. In accordance with the Equality Act 2010, the plan focuses on three 'key areas':

- increasing access to the curriculum. This covers teaching and learning and the wider curriculum of the school e.g. after school clubs, school visits etc.
- improving 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.
- improving the delivery of written information to pupils, staff, parents and visitors with disabilities.

The Accessibility Plan will be published on the school website. Hard copies are available on request and, also on request, versions of the plan which would be accessible to parents with different communication needs (including English as a foreign language).

The school has, as a minimum:-

- Physical access to all areas of the curriculum (this may not be 100% of the building)
- Suitable parking and entrance to the school
- A changing facility for pupils

Shawlands Primary School recognizes that there is a likelihood of a continuing need for minor adaptations in school to meet the needs of individual pupils.

Publishing this Accessibility Strategy

This Accessibility Strategy will be publicly available on Shawlands Primary School website.

Shawlands Primary School
Accessibility Policy and Plan

2022



Aims and values

We are committed to establishing equality for all our pupils, parents, staff and other users of the school.

1. Increasing the extent to which disabled pupils can participate in the curriculum

We are 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, or 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 school.

We will also make reasonable adjustments for individual pupils who need extra provision than that which is already in place to make sure that all pupils are involved in every aspect of school life, and that barriers to learning are removed.

2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

The school will take account of the needs of students 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, acoustic treatment and colour schemes, and more accessible facilities and fittings.

3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

We are committed to improving the delivery of written information to pupils, staff, parents and visitors. Examples might include newsletters, worksheets, signage etc. such information will be made available in various preferred formats within in reasonable timeframe.

Definition of Disability

The definition of disability under the Equality Act is:

“A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to- day activities”.

This definition includes physical disabilities, sensory and other mental impairments and learning disabilities. The effect must be substantial, long term and adverse.

Associated policies and plans

This plan should be read in conjunction with the following policies, strategies and documents

- School aims and vision
- Special educational needs policy
- Curriculum statements
- Monitoring and evaluation strategy

- Behaviour Management policy
- Health and safety policy

Monitoring and review

The plan will be monitored through the Local Governing Body and may be monitored by Ofsted during inspection processes.

The Accessibility Plan will be reported on annually in respect of progress and outcomes and provide a projected plan for the three year period ahead of the next review date.

Approved by:

Date:

Next review date:

**SHAWLANDS PRIMARY SCHOOL
ACCESSIBILITY PLAN 2022**

| Increasing Access to the Curriculum | | | | |
|--|---|---|---------------------------------------|--|
| Target | Actions required/Resources | Person Responsible | Timescale | Outcome |
| Curriculum plans to take into account the needs of all learners. | Each curriculum team to undertake an audit of all curriculum plans / themes. A range of differentiated resources to be developed to meet the needs of all learners. | Staff | Annually (as required for pupil need) | Delivery of inclusive curriculum provides opportunities for all pupils to achieve. |
| Teachers deliver inclusive wave one teaching to all learners. | Effective transition systems in place to inform teachers of the specific needs of individual pupils allowing them to meet each pupil's individual needs. | Staff SLT, SENCO, Class Teachers | July Annually | Monitoring activities show effective teaching meeting individual pupils' needs. |
| All texts to be accessible to all learners | Font size 12 to be used as a minimum on all work sheets. Coloured photocopy paper available for pupils needing non-white paper Library to include materials for a range of reading ages. Location of different texts to be clearly sign posted. Coloured background to be used on Interactive Whiteboards if needed Coloured overlays to be used for reading as appropriate. | SLT | Annually | Written materials accessible to all |

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|---|---|-------|-------------|---|
| Physically disabled pupils can access all subjects. | Timetabling / class organisation takes into account the travelling time of some pupils. Class organisation takes into account children's physical needs. Library fully accessible to disabled pupils and staff. | Staff | Annually | Classes organised into most appropriate rooms to accommodate those with physical disabilities. New library is accessible to all pupils and staff. |
| School can meet the personal care needs of its pupils | Appropriate staff job descriptions include the need to support some children with personal care needs. Lifting and positive handling training available to appropriate staff. | Staff | As required | Job descriptions reviewed. Performance Management in place for all support staff. |
| All children are able to access extra-curricular opportunities. | Planning takes account of needs and reasonable adjustments are made to ensure disabled children are not excluded. | Staff | As required | Liaison with external providers is in place |

2. Improving the provision of information

| Target | Actions required/resources | Person Responsible | Timescale | Outcome |
|---|--|-------------------------------------|----------------|--|
| To facilitate the navigation of staff, children and visitors around the school. | To audit current signage in school. To provide appropriate signage for visually impaired for all areas of the building. Map for visitors to school available on request. Pictures and names fixed to all classroom doors. Ensure these correspond with visual Timetables. | SLT Office Staff Premises Mgr | September 2022 | Clear signs placed around school. Braille signs on internal doors, reception areas. |

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|---|--|--------------|-----------------|---|
| <p>To improve access to written information for parents about school.</p> | <p>Include specific information needs on Admissions form. All letters home to be checked by SLT / admin staff for clarity of language and reduce use of jargon. Strap line to be included on all letters home (e.g for further information ring ...)</p> <p>Recorded and large print versions of information available on request.</p> <p>Ensure school website conforms to accessibility protocols.</p> | <p>Staff</p> | <p>Annually</p> | <p>All stakeholders have easy access to written material.</p> |
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3. Improvements to the physical environment

| Target | Actions required / resources | Person Responsible | Timescale | Outcome |
|--|---|--------------------|---------------------------------|---|
| <p>School to be easily navigable to disabled adults and children.</p> | <p>Link building maintenance plan with budget setting. Seek advice from inclusion services when repainting corridors.</p> <p>Edge steps with high visibility tape or similar.</p> | <p>SLT N/A</p> | <p>September 2022</p> | <p>Clear programme maintenance and repairs in place with identified funding</p> |
| <p>Learning environments to be accessible to disabled children and adults.</p> | <p>Extraneous noise is minimised, e.g. fans, computers, etc. Lifts, ramps and handrails in stepped areas. Specialist equipment and furniture is available when needed.</p> <p>Toilets match needs of disabled pupils.</p> | <p>Staff</p> | <p>Annually As required</p> | <p>Learning environment meets the needs of pupils and adults including those with a disability.</p> |

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|---|---|--------------------------|--------------------|--|
| <p>The main entrance of school to be accessible to all.</p> | <p>Ensure accessible parking is clearly sign posted.</p> <p>Paths and ramps are well maintained.</p> | <p>Staff</p> | <p>TBA</p> | <p>Disabled parking clearly marked, and entrance to school easily accessible.</p> |
| <p>All pupils can engage in lunch time activities.</p> | <p>Put in place alternative arrangements for pupils who find the dining hall stressful. Establish quiet, staffed areas for vulnerable children to go. Encourage use of ear-defenders where appropriate. Deploy SMSAs effectively.</p> | <p>SLT</p> | <p>As required</p> | <p>Lunch time supervision is proactive in engaging children in positive activities</p> |
| <p>All children are physically safe.</p> | <p>Fire evacuation procedures, alarms, etc reviewed to take account of the needs of all pupils and staff and specific needs are recorded.</p> <p>PEEPs written and updated for pupils with additional needs.</p> | <p>Governors SLT</p> | <p>Annually</p> | <p>All staff and children aware of evacuation procedures. Procedures are effective</p> <p>Written evacuation plans in place for all wheelchair users / disabled children</p> |