



PARRETT AND AXE CEVA PRIMARY SCHOOL

Accessibility Plan

September 2021 -September 2024

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for **Parrett and Axe CEVA Primary School**

2. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and related SEN information report;
- Policy for Supporting pupils at school with medical conditions; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Statement
- Appraisal Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

3. Our vision and aims

Parrett and Axe CEVA Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and to have a positive view of them self.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and visits. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and by eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Parrett and Axe CEVA Primary School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Parrett and Axe CEVA Primary School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive IT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable about the impact of specific learning difficulties on learning;
- organising classrooms so that they promote the participation and independence of all pupils;

Physical Environment

Parrett and Axe CEVA Primary School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing ramped access to the main school entrance;
- providing an accessible toilet next to the staff room
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of blinds where appropriate;
- removing and fixing potential trip hazards and keeping all floor spaces uncluttered;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible

Information

Parrett and Axe CEVA Primary School already makes written information more accessible to disabled pupils through using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Parrett and Axe CEVA Primary School will be improved for disabled pupils, staff and visitors to the school and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school alongside the Diocese. It will advise other school planning documents.

Parrett and Axe CEVA Primary School will work in partnership with the Local Authority and Diocesan Board in developing and implementing this Accessibility Plan and will adopt in principle the Local Authority Strategy for Accessibility.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the Local Authority Strategy for Accessibility.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Parrett and Axe CEVA Primary School's Accessibility Plan will be implemented by the Full Governing Body and evaluated through the committee structure. Sufficient resources will be allocated by Parrett and Axe CEVA Primary School to implement this Accessibility Plan.

6. Monitoring

The Parrett and Axe CEVA Primary School Accessibility Plan will cover a three-year period but will be reviewed regularly and updated if needed. It will be monitored through the Governors sub-committees.

The governing body will monitor Parrett and Axe CEVA Primary School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Parrett and Axe CEVA Primary School Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Parrett and Axe CEVA Primary School Complaints Procedure covers the Accessibility Plan.

Approved Resources Committee

DATE 16.3.21

Review date March 2024

Parrett and Axe CEVA Primary School Accessibility Plan 01.09.21 to 31.08.24 : Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
A CPD programme needs to be constantly developed to ensure that all members of the staff team have an awareness of a range of medical needs, their potential impacts on health, learning and emotional well-being and the strategies that can be used to support pupils.	<ol style="list-style-type: none"> 1. Whole school staff awareness training provided by specialists. 2. Online training modules when appropriate 3. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g., the educational psychologist 4. Pupils will be provided with an Individual Healthcare Plan as required in line with the Supporting Pupils at School with Medical Conditions document. 	<p>Head teacher</p> <p>All staff</p> <p>SENDCO</p> <p>Head teacher and named Governor</p>	Ongoing in relation to current needs in our school	<ul style="list-style-type: none"> • All pupils and their families feel supported and their needs understood; • All pupils have access to an appropriate curriculum, differentiated as necessary and according to their individual needs; • All pupils continue to achieve in line with their ability; • Teachers and support staff are confident in meeting the needs of all pupils with and know how to support them, including in an emergency.
All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.	<ol style="list-style-type: none"> 1. Ensure all of the staff team are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments. 2. Review all out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access or to ensure sensory needs can be catered for, etc. 3. Consider any reasonable adjustments required to enable pupils with a disability to take part in all out of school activities, including travel requirements. 	<p>Head teacher and responsible governor</p> <p>Head teacher in role as EVC</p> <p>Individual class teachers and SENDCO</p>	Ongoing	<ul style="list-style-type: none"> • No out of school activities are planned without consideration of how pupils with a disability will be included; • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Pupils with a disability have access to all school activities such as trips out, residential visits, extended school activities and sporting events • All pupils and their families feel included in out of school activities.
Ensure that all classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement preferred layouts of furniture and equipment to support the learning process in individual classrooms	Class Teacher	Ongoing	More time available for pupils to participate in curriculum activities

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Offer relevant training for governors to raise their awareness of SEND challenges in our school	NGA Governor Services or West Dorset Collaboration will provide training for governors	The whole school community	Ongoing	Stakeholders will all be fully aware of our fully inclusive school environment.
Deploy the staff team effectively to support all pupils' active participation in their learning.	Review the needs of individual pupils within each class and adjust the staffing structure accordingly Ensure that staff skills are matched to pupils individual and group needs.	All Staff	Ongoing	All pupils achieve their full potential in all areas of school life.

Parrett and Axe CEVA Primary School Accessibility Plan 01.09.21-31.08.24: Improving the physical environment

This plan is structured in conjunction with the school’s Asset Management Plan, Safeguarding documentation, School Travel Plan, Health & Safety Audit and Suitability Survey. The plan considers the essential work necessary to ensure that reasonable adjustments have been made to the fabric of the main building to accommodate accessibility issues. In some cases, Health & Safety issues may necessitate immediate action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Estimated Costs £	How can we tell if this is successful?
<p>The outside areas of the school will be improved as finances allow, specifically the areas of:</p> <ul style="list-style-type: none"> • pedestrian access • car parking; • paving; • external lighting. 	<ol style="list-style-type: none"> 1. Access to pedestrian areas should be reviewed for any potential hazards. 2. Increase the number of accessible parking bays in accordance with Part M standards; 3. Review levels, gradients, cambers and gullies in proximity to all pathways, define footpath edges where necessary and provide tactile paving at key areas 4. Ensure lighting to car park is operational, adequate and considers pollution and local issues; 	<p>Head teacher</p>	<p>Ongoing</p>		<ul style="list-style-type: none"> • The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards; • Pupils with disabilities and their families are easily and quickly able to access the school building.
<p>The internal areas of the school will be improved as required to ensure that pupils with physical difficulties can access the whole school environment. Specifically, the:</p> <ul style="list-style-type: none"> • Entrance area • Accessible toilets 	<ol style="list-style-type: none"> 1. Floor areas and slopes will be replaced with non-slip surfaces; 2. Lighting will be improved as required 3. Current toilets will be extended if possible, to ensure that they can all be used in the future by pupils in wheelchairs and who require assistance walking; this will include grab rails and a pull switch and moving any items stored to another location. 	<p>Head teacher</p>	<p>Ongoing as areas of school are re-developed</p>		<ul style="list-style-type: none"> • The entrance to the school is welcoming and safe to all; • Pupils and their families feel that individual needs are met; • All pupils can safely access all toilets independently or with assistance if necessary.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Estimated Costs £	How can we tell if this is successful?
<p>All areas of the school will be improved as finances allow.</p> <p>Clearer signage</p> <p>Contrasting colours of door furniture to aid visibility</p> <p>Where possible widen doors</p> <p>Introduce visibility panels to doors where required</p> <p>Improve classroom furniture layouts to increase access</p> <p>Improve security in all areas of the building</p>	<p>Consider locating colour and tactile signs where possible Replace and upgrade on rolling programme</p> <p>Widen doors where building structure allows Assess need when appropriate</p> <p>Staff to be fully aware of mobility and general health and safety issues in all classrooms</p> <p>Lower security key pads to enable use by all "safe adults."</p>	Head teacher	Ongoing as areas of the school are re-furbished.		
<p>The main entrance of the school needs to be a safe welcoming environment for all members of the school community.</p> <ul style="list-style-type: none"> • Audibility • Weather shelter 	<p>All internal and external doors could be replaced to allow easy wheelchair access</p> <p>Consider installation of a loop hearing system Canopy over main entrance</p>	Head teacher	Long term		
<p>The whole school needs to be a safe working environment.</p>	<p>Remove trip hazards</p> <p>Observe fire exit routes</p> <p>Increase signage and aids for visual and hearing-impaired adults and children</p>	Head teacher	Ongoing		

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Estimated Costs £	How can we tell if this is successful?
	<p>Identify appropriate storage for equipment and ensure that items are not left indiscriminately</p> <p>Remove obstacles around signed emergency routes</p>				

Parrett and Axe CEVA Primary School Accessibility Plan 01.09.21-31.08.24: Making Written Information More Accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website	<ol style="list-style-type: none"> All written information available to pupils and their parents will be considered in detail by the head teacher, the PTFA and the school council. Pupils with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future pupils during this exercise; The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g., the use of symbols, large font, listening aids etc.) and will research good practice in other schools. 	<p>Head teacher, SENDCO, parents, pupils and other staff where appropriate</p> <p>Head teacher and SENDCO</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Future written information is designed with the specific needs of disabled pupils in mind; Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need</p>	<ol style="list-style-type: none"> 1. Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs; 2. A communication audit by SALT and other specialist services as appropriate to the needs of pupils at the school; 3. Specific training for those developing written information for the school and class teachers supporting pupils with specific needs. 	<p>Head teacher</p>	<p><i>Ongoing</i></p>	<ul style="list-style-type: none"> • Staff are aware of the different ways in which pupils take on and learn new information; • Thought is given to all future communication with disabled pupils in mind; • The school is more effective in meeting the needs of pupils with a disability; • Pupils with a disability and their parents feel welcome and confident that their needs are being met.