

Accessibility Plan



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Believe Succeed & Grow

Adopted March 2017

Review Date March 2021

St Osyth Church of England Primary School
Norman Close
St Osyth
Essex
Co16 8PN

1. Introduction

1.1 We recognise our duties around accessibility for disabled pupils. This includes our need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and have been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people
- who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

1.2 This plan should be read in conjunction with other school policies including those relating to Special Educational Needs.

2. Our Plan

2.1 Our Accessibility Plan and the accompanying improvement plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. This plan sets out the proposals of the Local Governing Body of the school to increase access to education:

- For disabled pupils in the three areas required by the planning duties in the Equality Act 2010.
- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the 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.

2.2 It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. In drawing up the Accessibility Plan the school has set the following priorities:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Tailoring the requirements of the building to suit individual needs.
- Improving the delivery of information to disabled persons

2.3 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3 Preparation of our accessibility plan

3.1. In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil and staff data and additional information gathered.

3.2 According to the Act 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". The effect must be substantial, long term and adverse. The

Equality Act definition of disability covers physical disabilities, sensory impairments and learning disabilities.

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

4.1 The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the Local Authority and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate. The SENCo provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Health
- Specialist Teacher Team

5. Tailoring the requirements of the building to suit individual needs.

5.1 This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by St. Osyth Church of England Primary School.

5.2 We commit to meeting Annex M of the Building Regulations (access for disabled people) and will consult with proposed users of the environment during the design phase.

6. Improving the delivery of information to disabled persons

6.1 Staff are aware of the services available through the Local Authority for converting written information into alternative formats.

6.2 We commit to using other forms of communication, such as Makaton and British Sign Language, where appropriate. This is so that we offer complete inclusion with hearing and/or speech impairments.

7. Reviewing this plan.

7.1 This Accessibility Plan is reviewed annually by Governors. In addition, it will be reviewed four yearly by the larger school community, the PTA, school council and questionnaires with stakeholders.

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Accessibility Improvement Plan March 2017 to March 2021

Success Criteria	To be achieved by	Date to be completed	Evaluation
Colours used to differentiate surfaces will vary in their light reflectance value (LRV) by at least 30 points. Approved Document M and BS8300: 2001.	<p>Walls: The largest critical surfaces, walls will be clearly distinguishable to give visually impaired people greater security.</p> <p>Doors: The whole door and architrave will contrast with the surrounding surfaces. The only exceptions are doors to storage spaces, which children and visitors do not need to distinguish.</p> <p>Skirtings: Making the skirting the same or a similar colour as the wall to visually impaired people an accurate indication of the size of the floor, so they can avoid bumping into walls.</p>	In line with school maintenance plan.	
Adults that use wheel chairs and attend school events, on site, are enabled to have equal access as others.	<ol style="list-style-type: none"> 1. Appropriately sized tables, and different chairs, are made available so that all adults can use them and be included with their children. 2. Corridors to be left clear so that wheel chair users can 	<ol style="list-style-type: none"> 1. From March 2017 and then ongoing. 2. From March 2017 and then ongoing. 	

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	access the building, as necessary.		
Curriculum that enables disabled pupils to fully engage with it.	<ol style="list-style-type: none"> 1. Trips planned and provided so that any disabled children and adults are fully included. 2. When the curriculum is reviewed, this matter to be explicitly considered. For example, when reviewing the PE curriculum. 	<p>From March 2017 and then ongoing.</p> <p>From April 2017 as the school reviews its curriculum. Review to be completed by July 2018.</p>	

