

St Andrew's Primary School

Accessibility Plan 2019-2021

Updated June 2021

Purpose of the Plan

The purpose of this plan is to show how St Andrew's Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events.

The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe. St Andrew's Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The whole of the school building and site is accessible to wheelchair users. There is a lift to enable wheelchair users to access upstairs rooms. There are three disabled toilets for wheelchair users.

The Current Range of Disabilities within St Andrew's Primary School

St Andrew's Primary School is fully inclusive and has children with a wide range of needs currently attending the school, including those with communication and interaction needs, cognition and learning needs, social, emotional and mental health difficulties and physical and sensory needs. In addition we have children with a range of medical needs including asthma, allergies, epilepsy and physical disabilities. When children enter school with specific disabilities, the school contacts the health professionals for assessments, support and guidance for the school and parents; and where necessary risk assessments and Health Care plans are put into place.

All staff are aware of children with asthma and inhalers are kept in the classrooms for children to access.

Where appropriate, staff are trained in meeting the medical needs of children in school such as how to use an Epi-pen for those children in school with nut allergies.

We have a few children who receive daily medication for various different medical reasons. These children are supported with, and witnessed, taking their medication in the school office and a document is signed to state when the child has taken the medication and that it was the correct stated dose. A file of all documented records is kept in the main office area.

All medication is kept in a central, safe and secure, place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Some children have allergies or food intolerances/cultural food choices.

All medical information is shared with staff, and records are collated and available to staff in a central location for full information. A Health Care Plan is written for children with severe allergies and specific medical conditions.

We have competent First Aiders who hold current First Aid certificates. A full list is displayed in the school office.

| Targets | Strategies | Outcomes | Timeframe |
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| EQUALITY AND INCLUSION | | | |
| To ensure that the accessibility Plan becomes an annual item at the GB meetings. | Clerk to governors to add to list for GB meetings. | Adherence to legislation. | Annually |
| To improve staff awareness of disability issues. | Review staff training needs. Provide training for members of the school community as appropriate. | Whole school community aware of issues | On-going |
| To ensure that all policies consider the implications of disability access. | Consider during review of policies. | Policies reflect current legislation. | On-going |
| PHYSICAL ENVIRONMENT | | | |
| To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. | Audit of accessibility of school buildings and grounds by GB. Suggest actions and implement as budget allows. | Modifications will be made to the school building to improve access where possible. | On-going |
| To ensure access to first floor classrooms and ICT Suite/ Library for physically impaired pupils. | Ensure that the lift allowing access to the upstairs classrooms are serviced regularly and any faults dealt with immediately. Ensure that the lift key is kept securely and is accessible for the adults that need it. | Access to all first floor facilities for people with physical impairments. | On-going |
| To provide level access to ground floor facilities. | Maintain ramps to the playgrounds and from some of the downstairs classrooms to ensure that they are safe. Audit the accessibility around the school to ensure that it is as accessible as it can be. Ramps | Wheelchair users can access ground floor of school. | On-going |

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| | and access monitored by GB and by Site Manager. | | |
| Provide equipment as required to individual needs, eg. To access the swimming pool. | SENCo to liaise with Occupational Therapy and Physical and Sensory Support to provide advice additional resources as identified. Resources as needed, depending on the needs of individual pupils (e.g hoist for swimming pool). | Pupils are able to access all areas of the curriculum | On-going |
| Service and maintain fire harnesses as appropriate. | Monitored by GB and by Site Manager. | Fire harnesses fit for purpose. | On-going |
| Service and maintain the electronic hoist system in the accessible toilet in the main corridor | Hoist battery to be kept charged at all times, should the need arise for the hoist to be needed. Staff to be trained to use the hoist, by Moving and Handling Adviser as appropriate. | Hoist to be used for an individual in consultation with the moving and handling adviser (with a specialist sling). | On-going |
| CURRICULUM | | | |
| To continue to train staff to enable them to meet the needs of children with a range of SEN. | SENCo to review the needs of children and provide training for staff as needed. | Staff are able to enable all children to access the curriculum. | On-going |
| To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc. | Review of out of school provision to ensure compliance with legislation. | All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. | On-going |
| Develop a range of learning resources that are accessible for pupils with different | Subject leaders to review resources in their curriculum | Resources for pupils with SEND which allow them accessibility to | Ongoing |

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| disabilities. | areas. Inclusion Leader to audit resources and order resources as necessary. | the curriculum, including resources for pupils with Dyslexia/ ASD | |
| To provide specialist equipment to promote participation in learning by all pupils. | Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc. | Children will develop independent learning skills. | Reviewed termly by SENCo |
| To meet the needs of individuals during statutory end of KS2 tests. | Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. | Barriers to learning will be reduced or removed, enabling children to achieve their full potential. | Annually |
| WRITTEN/OTHER INFORMATION | | | |
| To ensure that all parents and other members of the school community can access information. | Written information will be provided in alternative formats as necessary. | Written information will be provided in alternative formats as necessary. | As needed |
| To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings. | Staff to hold parents' evenings by phone or send home written information. | Parents are informed of children's progress. | Termly |