

Sabden Primary School

Accessibility Plan 2019 - 2022



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- ☐ Increase the extent to which disabled pupils can participate in the curriculum
- ☐ Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- ☐ Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The policy outlines the commitment of the staff, pupils and governors of Sabden Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers, which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

As a maintained Primary School we work closely with Lancashire County Council and adopt their policies and guidelines.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school and Lancashire County Council

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided. On transition we liaise with pre-school settings and previous schools to gain information regarding any health or disability needs. Parents are asked to complete/ update a pupil health questionnaire annually and health care plans are completed if a health condition requires it.

We support children with any special needs, including disabilities according to their need, the requirements of any Education Health Care Plan, or act upon medical and specialist advice.

Physical Environment

The playground and Early Years classroom (Nursery and Reception) is only accessible via a set of steps outside and therefore access is limited to those with mobility issues. The steps are painted regularly with yellow edge markings and a double bannister has been fitted on both sides of the steps.

The main school building (school office, Year 1 – 6 classrooms, school hall, kitchen, etc.) is accessible. There is a ramp from the main secure gate to the main building which is all on one level. A disabled toilet is accessible but is shared by staff and visitors to the school.

Disabled pupils are able to participate in extra-curricular activities. Some aspects of extracurricular activities may present particular challenges, for example lunch and break times

for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication can be made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information can be provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit

The main school is housed in a single storey building apart from some staff facilities in the 'attic room'. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and is accessible to wheelchair users. The school has 3 car parking spaces and does not have a dedicated disabled parking bay. Parking at school and within the village in general is difficult and visitors to the school have to use on-street parking, however suitable arrangements can be made for disabled visitors when appropriate. There is a disabled toilet facility available in our buildings. This is fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes which are clearly marked. Personalised evacuation plans (PEP's) are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Headteacher/ SENDCo work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. If the complaint is against the Headteacher then any formal complaint should be made to the Chair of the Governing Body but it is hoped that any issues would try to be resolved before this stage.

The school's complaints procedure is published on the website and a copy held in the school office.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Behaviour Policy
- Curriculum Policy
- Lancashire and Sabden Primary Local Offers
- Health and Safety Policy
- Single Equalities Policy
- Special Educational Needs Policy
- Supporting Pupils with Medical Needs Policy
- Medicines Policy
- Equality Act
- SEN Information Report

Written: September 2019

Reviewed: September 2020

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

CURRICULUM ACCESS AND PROVISION

Aim	Current practice	Objectives	Actions to be taken	Person responsibility	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Sabden offers a differentiated curriculum for children of all abilities.	Training for specific staff as pupil need dictates.	Autism Training VI Training	Headteacher	December 2019	Staff are aware of the needs and conditions of pupils at Sabden Primary School and feel more effective in supporting such pupils.
	The curriculum is reviewed annually to ensure it meets the needs of all pupils.	The curriculum can be accessed by all pupils.	Curriculum review	SLT	June 2020	The curriculum is accessible to all pupils.
	We use specific resources to ensure certain children are able to fully access the curriculum. Curriculum resources include examples of people with disabilities e.g. paralympian.	Ensure books, assemblies, pictures, visitors etc are a true reflection of society.	SLT continue to lead collective worship that include people with disabilities. Visitors invited to school with disabilities.	SLT		Staff feel that they have the resources and equipment required in order to teach a full and active curriculum successfully. Learning walks in school show that all sectors of society are represented through images, books etc displayed.
	PIVATS are used effectively and appropriately in school to ensure pupil progression.	Consistent use of PIVATS for all SEN pupils.	SENCo leads CPD for all staff	SENCo	December 2019	Staff are able to use effectively PIVATS assessments and can evidence good pupil progress for SEN pupils.
	School is inclusive in offering pupils with a disability, medical condition or other access needs access to the wider curriculum including educational visits, residential as well as enrichment after school clubs.	To ensure all children have access to the wider curriculum.	Continue to create risk assessment where needs of pupil is specified. Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.	SENCo	On-going	All enrichment activities, residential and outdoor activities are fully accessible for all children, especially those with extra needs or disabilities. Pupils with SEN participate in all in all wider curriculum activities on

						offer and participate in after school enrichment activities.
	PE Equipment has been bought on specialist advice and competitions and sporting activities are accessible for all pupils, including swimming and outdoor adventure education.	To ensure that all pupils can take place in PE and sporting activities, swimming and outdoor adventure activities.	Equipment bought Risk assessments written and applied, including extra adult support.	PE lead/ SENCo	On-going July 2020	School staff are advised by specialist staff to buy resources which enable access to curriculum. Risk assessments are written and shared with parents for swimming and outdoor education.
	Specialist teachers are bought-in to assess pupils for dyslexia/ dyscalculia when appropriate.	School to have the capacity to assess pupils internally seeking advice as and when required.	GL Dyslexia Screen bought GL Dyscalculia Screen bought	SENCo	September 2020	School staff are able to screen pupils directly and quickly if concerns are raised without the need for extra costs and waiting times for specialist teachers. Pupils with possible dyslexia/ dyscalculia are given immediate support if required.
	Pupil progress update meetings are held with SLT each half term to discuss issues/ concerns.	More emphasis is placed on SEND pupils with general pupil progress meetings taking place each term.	Determine dates for SEN pupil progress meetings.	SENCo	September 2020	SEN pupils support is put in place quickly and robustly if pupil progress is not good or better.

MEDICAL NEEDS

Staff have updated first aid training as necessary, including specific training to support needs of Sabden pupils.	All statutory guidelines regarding first aid provision and training are met. Staff update qualification/ training as required.	For statutory requirements to be fulfilled and maintained throughout the year.	First Aid Paediatric First Aid Forest School First Aid Asthma Training	SLT	On -going	Statutory requirements are fulfilled. Staff are able to deal with medical emergencies and first aid issues as part of daily school life. Correct procedures are in place for monitoring, reporting and sharing information.
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PHYSICAL ENVIRONMENT

Improve and maintain access to the Physical Environment	The main school building is accessible to wheelchair users and those with limited mobility.	To ensure that all school users are independent in accessing school.	Speak with Prop to discuss access to playground/ EYFS. Intercom at front of school needs lowering to enable wheelchair users to speak. Disabled parking space created.	Headteacher	May 2021	School becomes more accessible all stakeholders and enables them to become independent users of the school.
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SHARING INFORMATION

Improve information sharing amongst staff.	School currently has all medical files, care plans etc held securely in the main school office.	Staff to be aware of, read and understood all medical needs, care plans etc and know where they are kept securely.	Share documents with staff at start of each term. Staff sign pupil documents to evidence having had access. Each class to have list of allergies, asthma etc – MUST BE KEPT SECURELY IN CLASS (not visible to others). Each classed to be provided with a locked filing cabinet.	Headteacher	Termly	All staff are aware of all needs, not just classteacher and are able to support throughout the school.
	December 2020	Staff are able to refer to paperwork/ medical documents quickly and efficiently whilst maintaining GDPR/ data etc confidential.				
	Several changes in the school nurse service has resulted in lack of contact/ support from the school's designated school nurse.	To have a supportive relationship with the school's designated school nurse.	Send email to Virgin Care requesting details of the designated school nurse. Meet with the school nurse to discuss issues/ concerns about individual pupils. Invite parents to meet with school nurse to discuss issues/ attendance etc.	Headteacher	October 2020	Sabden staff are aware of and have a supportive relationship with the school nurse service. Children and families are supported through the school nursing team.

