



Arkholme C of E Primary School Accessibility Plan– 2017 to 2020

1. Statement of Intent
2. Aims and Objectives
3. Current good practice
 - Physical Environment
 - Curriculum
 - Information
4. Access Audit
5. Management, coordination and implementation
6. Action Plan

1. Statement of Intent

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Arkholme Church of England Primary School the Plan will be monitored by the Head teacher and evaluated by the Resources committee. The current Plan will be attached to this document.

At Arkholme School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Arkholme Primary School Accessibility Plan has been developed and drawn up based upon current information about pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

3) Arkholme Primary School is 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, spiritual, emotional and 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 the school.

4) The Arkholme Primary School Accessibility 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. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Arkholme Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum, medical need and information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Learning and Teaching Policy
- Emergency Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the access of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Resources Committee.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2.Aims and Objectives

Our Aims are:

- To increase access to the curriculum for pupils with a disability
- To Improve and maintain access to the physical environment
- To fully meet the medical needs of children in our care

Our objectives are detailed in the Action Plan below

3.Current good practice

We aim to ask about any SEND, additional or medical needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information regularly and have an open door policy to enable parents to share views or concerns, we also have parents' evenings twice a year.

Physical Environment

ALL pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All children can access the parts of the school that they need to with little or no adult assistance.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are very aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. Other issues affecting the participation of pupils, for example medical need are addressed through the relevant policies; administration of medicines, the provision of intimate care etc.

Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others, for example through school council and pupil/parent questionnaires.

4. Access Audit

The school is a single storey building, apart from the loft storage area. There are wide corridors and several access points from outside. The main front entrance is accessed by stairs, so there is an accessible entrance at the rear of the school, which are on one level and accessible to wheelchair users.

Internal doors are wheelchair accessible and an accessible toilet and shower facilities are available. These are fitted with a handrail and a pull emergency cord. There is also an accessible toilet in our EYFS unit.

Main parking for parents is on the Village Hall car park. Access to the staff car park with ready access to the main entrance of the school is available for pupils or parents who use a wheelchair or who are disabled badge holders. The school has internal emergency signage and escape routes are clearly marked.

Pupils do not have access to the loft storage area. If a member of staff was unable to access the area another member of staff would collect the resources.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Headteacher will work closely with the Local Authority.

Arkholme Primary School Action Plan 2017-20

	Targets	Strategies	Outcome	Timeframe	Success Criteria
Curriculum Access	To further develop a curriculum with a global dimension to develop pupils' positive attitudes to communities different from their own	PSHE curriculum promotes difference R.E. Curriculum Engagement with the Big Classroom Project	Curriculum reflects different communities within a local, national and global context	July 2018	- Pupils develop respect and acceptance for difference
Curriculum Access	To develop resources and our curriculum approach that familiarises pupils with and promotes respect for family structures different to their own.	PSHE curriculum Big Classroom Project Review of Behaviour Policy to include LGBT	Curriculum supports and challenges children's understanding	October 2017	- Pupils develop respect and acceptance for difference
Curriculum Access	To ensure that SEND children are fully supported to access curriculum and when applicable to transfer to Secondary School	Apply for statutory assessment (EHC) as necessary Review TA/ support staff structure and provision	Pupils have the required level of support. Structured transition processes are in place	November 2017 – reviewed and increased Sep 2018	- Clear timetable of TA support - IEP's written and shared with parents with SMART targets

Physical Environment	To ensure that the physical access spaces in school meet the needs of users with Disabilities	Pupils and staff are reminded about the need to keep corridors and entrance and exit routes free from obstructions	Corridors and exit areas remain free from obstructions and are easily accessible	Ongoing	- Eases of access for users with disabilities
Medical Need	To ensure that the medical needs of pupils are met fully within the capability of the school.	To conduct parent discussions, liaise with external agencies, identifying training needs and establish individual plans where needed.	For medical needs to be fully met	As new children are known to be arriving.	- Pupils medical needs are provided for