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**Abbey CE VA Primary School, Shaftesbury**

**“Being the best we can be – Living and learning in tune with God”**

**Accessibility Plan**

**2019 to 2022**

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:

1. increase access to the curriculum for disabled pupils
2. improve the physical environment of the school to increase access for disabled pupils
3. 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 The Abbey CE VA Primary School.

1. **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*
* Equality Information and Equality Objectives.

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

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

1. **Our vision and aims**

The Abbey 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 are capable of. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. 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 eliminating discrimination.

We will ensure that through whole school training, all staff and governors are 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.

1. **Current good practice**

**Identification**

The Abbey 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.

We are committed to providing an environment that enables full curriculum access; valuing and including 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 and with due regard to disability and to developing a culture of inclusion, support and awareness within the school

**Curriculum**

The Abbey Primary School has improved access to the curriculum for disabled pupils through the following means:

* using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
* 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 of the impact of hearing impairment, ASD, dyslexia, diabetes and epilepsy on learning;
* organising classrooms so that they promote the participation and independence of all pupils;
* staff INSET training regarding sensory impairments and the school environment;
* modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).
* use of technological aids and appropriate acoustic environment to support hearing impaired children to promote participation and independence of pupils affected by hearing impairments.

**Physical Environment**

The Abbey Primary School has already improved the physical environment of the school to increase access for disabled pupils by:

* providing flat or ramped access to school entrances;
* dedicating 2 parking bays outside the main school entrance for pupils and families, and visitors, with a disability;
* providing an accessible toilet with shower and changing facilities;
* adding yellow paint to the edges of pathways and steps for pupils with reduced vision;
* ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
* removing and fixing potential trip hazards and keeping all floor spaces uncluttered;
* applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
* 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**

The Abbey Primary School already makes written information more accessible to disabled pupils, parents and governors through:

* modifying written information so that this is available in large print for pupils with a visual impairment;
* adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
* ensuring that all school policies available on our website have a ‘listen’ option;
* providing ‘easy read’ versions of our school policies;
* using social stories and picture symbols to explain school rules for pupils who benefit from this.

1. **Implementation**

Our Accessibility Plan shows how access to The Abbey Primary School will be improved for disabled pupils (and for 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 time frame.

Reasonable adjustments are positive actions that help pupils with a disability to participate fully 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 (or site surveyor) and in liaison with pupils, parents, staff and governors of the school and the Diocese. It will advise other school planning documents.

The Abbey 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.

The Abbey Primary School’s Accessibility Plan will be implemented by Mr Michael Salisbury Headteacher.

Sufficient resources will be allocated by The Abbey Primary School to implement this Accessibility Plan.

1. **Monitoring**

The Abbey Primary School’s Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governor Finance and Premises.

The governing body will monitor The Abbey 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 Abbey Primary School’s Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Abbey Primary School’s Complaints Procedure covers the Accessibility Plan.

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Abbey Primary School ACCESSIBILITY PLAN - 2019 to 2022 : 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 maintained to ensure that all staff have an awareness of diabetes, anaphylaxis, asthma and epilepsy (and other conditions dictated by the needs of children currently on role); the impact of these conditions on health, learning and emotional well-being and the strategies that can be used to support such pupils. | 1. Staff training requirements identified from data collection of medical conditions 2. Training from the health service – school nurse, diabetes team | Head teacher, link Governor and SENCO | Annual training for diabetes and anaphylaxis – other training as required for specific cases | * All teachers meet the requirements of disabled children’s needs as far as possible with regards to accessing the curriculum * Access on a par with their peers to an appropriate curriculum for all pupils |
| All out of school activities need to be planned in advance to ensure that all pupils with a disability or medical condition are able to take part. | 1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training 2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, 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 the out of school activities, including travel requirements. | Head teacher and responsible governor  Senior Leadership Team  Individual class teachers and SENCO | Review on an activity by activity basis with regard to the range of abilities presented | * No out of school activities are planned without consideration of how pupils with a disability or medical condition 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 and their families feel included in school and out of school activities. |
| Training for new Governors in terms of raising awareness of SEND and curriculum developments | 1. New governors to take part in learning walks to experience the range of SEND in school and how it is supported. | SENCO | Subscription to Governor Services gives access to relevant training | * Whole school community aware of issues relating to Access * Governors aware of relevant issues |
| To deploy Teaching Assistance effectively to support pupils participating and reaching full potential | 1. Review needs of pupils within each class and deploy staff accordingly. 2. Ensure staff skills are matched to pupils needs | SENCO and all staff | Reviewed annually or more frequently if required | * Pupils’ needs are appropriately met through effective deployment of skilled support staff * All pupils are supported to achieve their full potential |
| Use suitable technological aids/ adjustments to the environment to support hearing impaired children | 1. Fit acoustic panels in Year 4 classroom to ensure the whole school is adapted environmentally to support hearing impaired children. 2. Training for staff in Year 4-6 as children with hearing impairments move up through the school. | Headteacher  SENCo | By Sept 2019  CPD Autumn term 2019/ 2020/ 2021 | * Whole school community aware of hearing impaired needs and support * Any new 1:1 TAs are trained and confident in their role. * Hearing impaired children are making good progress |
| Improve IT infrastructure to support areas of the Curriculum | 1. Updating software/hardware in classrooms (PCs/ Whiteboards) | Lexica/  Headteacher | By Sept 2019 | * All teaching staff able to access PC in classroom * Children able to make good use of ICT equipment in class as well as in computing room |
| Improve access to quiet learning spaces for children with hearing impairment and CCN | Look at how space is used in school to see if there are areas that can be re designated for quiet learning.  Timetable space effectively to ensure maximum benefit to learners. | Headteacher/ SENCo | By September 2021 | * Children with additional needs are able to access quiet learning spaces * There is a timetable for spaces to ensure they are used to maximum benefit |

**The Abbey Primary School ACCESSIBILITY PLAN - 2019 to 2022: Improving the physical environment**

This plan is structured in conjunction with the school’s Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

| **What needs to be done?** | **How will this be achieved?** | **Who is responsible?** | **When will this be done?** | **Cost (est.)**  **£** | **How can we tell if this is successful?** |
| --- | --- | --- | --- | --- | --- |
| Ensure the safety of the school site for all children, including those with more complex needs.  Ensure that children are kept safely on site whilst maintaining welcoming access to visitors. | Shut the main gates during the day to ensure that children are not able to leave the site on to the main road. Install an intercom and door release system on the pedestrian access gate.  Install appropriate signage explaining the changes and ensuring the school remains welcoming to visitors. | Headteacher/ SENCo | By September 2019 |  | * Children are unable to leave the site during the day unless accompanied by an adult. * Visitors are still able to access the site easily and feel welcome |
| The area of the approach to school needs improving and maintaining, including the safety of pedestrians approaching the site. | 1. Ensure road markings, including zig-zags, are clearly painted on the road 2. Ensure adequate signage to indicate no stopping/parking 3. Ensure regular reminders through parent communications of how to park and approach the site safely 4. Investigate installation of pedestrian crossing | Headteacher | By Summer 2019  Ongoing  By end of 2021 |  | * The area of approach to the school is clearly marked * Signage clearly shows no stopping/parking areas * County Council approve installation of pedestrian crossing |
| The outside areas of the school needs improving, specifically the:   * Pedestrian access * Car parking * Paving * Delivery vehicles/kitchen area | 1. Review Pedestrian access and signage for pedestrians accessing main and disabled entrance 2. Continue to review car parking and ongoing plan to extend parking area onto newly acquired land 3. Review levels, gradients, cambers and gullies in proximity to all pathways. Review definition of footpath edges between main building and reception building. Review state of paving at key areas. 4. Improve delivery access in conjunction with car park review | Headteacher | By Summer 2022 |  | * Pupils, staff, parents and visitors can safely access the school. * Car parking is available for parents with disabilities, staff and visitors * Delivery access is safe |
| Improvement of physical access to the main school | Monitor disabled access and clear marking of routes to reach it.  Ensure the buzzer system is working and install an intercom for communication between disabled access entrance and main office. | Headteacher | By summer 2020 |  | * All are aware of appropriate disabled routes. * Anyone using the disabled access entrance can communicate that they need to be let in. |
| Improvement of access around corridors specifically:   * Removal of trip hazards * Observe fire exit routes * Increase signage and aids for visual and hearing impaired | 1. Identify appropriate storage for equipment and ensure that items are not left indiscriminately 2. Remove obstacles around signed emergency routes 3. Identify and place appropriate signage | SENCO and all staff | All ongoing |  | * Storage facilities used and corridors kept clear * All signage clearly visible |
| All areas specifically to improve classroom furniture layouts to increase access | Staff to be aware of mobility and Health & Safety issues | All staff | Training by 2021 | S | * All Classroom layouts are easily accessible and staff are aware of all mobility and health and safety issues |
| Designated and equipped safe space for children with ASD/ CNN | Allocating a specific space that can be equipped appropriately and safely used by children with ASD/ CNN | SENCo | By September 2019 |  | * Children with ASD/ CNN are able to make use of a safe space when they become anxious or frustrated |
| Reception building improvements to be made, specifically:   * WC | Review outside WCs and access (doors) as the doors are too heavy for the younger children to open unaided. | Headteacher | By September 2020 |  | * All children are able to access the outside WC during playtime |
| Path access is created to the stomping ground play equipment ensuring it can remain in use all year round. | Extension path made from the existing all-weather path into the stomping ground to the play equipment. | Headteacher | By September 2019 |  | * The play equipment can be used all year round. |
| Improvements to the areas around the all-weather path ensuring wheelchair accessible play | Play equipment and seating areas are renovated and extended around the all-weather path | Headteacher | By September 2021 |  | * All children, regardless of need, are able to access a range of recreation opportunities throughout the year. |

**The Abbey Primary School ACCESSIBILITY PLAN - 2019 to 2022 : 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?** |
| --- | --- | --- | --- | --- |
| Review the availability of written information in accessible formats, taking account of current needs of school stakeholders | 1. The school will keep up with services available through local charities, providers and the LA, including hearing and vision support services, 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. | Senior Leadership Team | Ongoing | * All future written information is designed with the specific needs of disabled stakeholders in mind; |
| The awareness of adults working at and for the school is raised, regarding the importance of using a range of communication systems according to individual need | 1. Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs; 2. Specific training for those developing written information for the school and class teachers supporting pupils with specific needs. | Headteacher | All as required | * 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. |
| School brochures, school newsletters and other information for parents should be made available in alternative formats depending on identified needs. | Review all current school publications and promote the availability in different formats for those that require it. | All staff | Ongoing | * All school information available for all through hard copy and website, as well as alternative formats to go in prospectus. * Delivery of school information to parents and the local community reviewed, taking account of current needs |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment | Seek advice on alternative formats and use of IT software to produce customised materials. | SENCo | As required | * All school information available for all * Delivery of school information to pupils and parents with visual difficulties improved. |
| Governors communicate effectively with parents regarding their involvement in school | Chair of Governors to write an annual letter to parents regarding the successes of the school and their involvement in working in school. | Governors | From September 2019 | * Parents and community more aware of Governor involvement in the school. * Governors more effective in delivering key information and more visible to parents. |