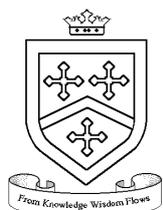


Great and Little Shelford CE (A) Primary School



At Shelford School we work together to safeguard our pupils and to enable them to attain the highest standards of academic achievement. We encourage them to be confident and successful within an orderly, secure and Christian environment and to make a positive contribution to the lives of others

Policy name:	Accessibility Policy
Review date:	June 2018
Review meeting:	Governors' Policy Committee
Review due:	June 2021
Signature and date: (Governor)	
Signature and date: (Headteacher)	

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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.

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and to developing a culture of awareness, tolerance and inclusion.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

- Improve 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 the curriculum.
- Increase access to the curriculum for any 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; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff and parents with disabilities. The information will be made available in various preferred formats within a reasonable time frame. Examples might include handouts, timetables, textbooks and information about the school and school events.

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.

At present the school has access to Hearing Impairment services provided by Cambridgeshire Local Authority. Visual Impairment services are also available if the need arises. There is also a referral system available for Speech and Language Therapy.

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.

3. Action plan

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

The Action Plan for physical accessibility relates to the Access Audit of the school. See Appendix 1. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan.

To meet individual, specific needs, provision may need to be adapted when a pupil's needs are known.

Improving the Curriculum Access

Our school aims to offer a differentiated curriculum for all pupils. We use resources tailored to individual pupils' needs and provide support for those who need it to access the curriculum.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs.

The curriculum is reviewed to ensure it meets the needs of all pupils.

Additionally, because inclusion and diversity is important we aim to ensure our curriculum resources reflect diversity and include examples of people with disabilities.

Target	Strategy	Timescale	Outcome
Identify all pupils who may need additional or different provision.	Liaise with nursery providers and parents about the needs of children in new intake.	Annually	Transitional arrangements are set up before the September start
All teachers and teaching assistants have the necessary training to teach and support pupils with disabilities.	Be aware of staff training needs on curriculum access. Ensure appropriate induction is available for new members of staff	At the beginning of each school year and as necessary.	Raised staff confidence in strategies for differentiation and increased pupil differentiation.
All teaching aids should be accessible by all pupils in the classroom.	Ensure that all staff are aware of the teaching aids available.	At the beginning of each school year and as necessary.	Wider use of resources in the classroom.
Use ICT to support learning	Ensure the appropriate software is installed as appropriate.	As required.	Wider use of ICT resources in the classroom.
Ensure all extracurricular activities/educational visits are accessible to all pupils.	Develop guidance for staff on making activities and visits accessible. Ensure each new venue is vetted for appropriateness.	As required	All pupils in school able to access all educational visits and take part in a range of activities

Improve and maintain access to the physical environment

The environment is adapted to the needs of pupils as required.

This includes:

- *Ramps*
- *Corridor width*
- *Disabled parking bays*
- *Disabled toilets and changing facilities*
- *Library shelves at wheelchair-accessible height*

If the stairs makes part of the school inaccessible to a pupil due to a disability, consideration is given to moving the year group to a downstairs classroom base so that the stairs do not have to be used.

Item	Actions required	Timescale
Gravel car park at front of the school.	Continue as now but review if considered to be part of a necessary reasonable adjustment for a pupil or staff member with a disability. For example, should adjustments be required for a staff member or pupil due to a disability, arrangement could be made to ensure access to an appropriate car parking space.	As required (not required at time of writing).
Exit button is not at a height suitable for wheelchair user.	On leaving the site, the office staff will accompany wheelchair users in order to operate the gate release button.	As required.
Access at rear of the Hall is poor. Rails on steps to rear access are designed for safety not accessibility.	Internal access to the Hall is good. Height of the rails needs to be adjusted to suit needs of users with mobility issues should the need arise.	Not applicable.
Access to the downstairs offices from corridor with a wheelchair is slightly difficult	An alternative accessible route is available through reception.	

The corridor by the kitchenette is not wide enough to allow a wheelchair to pass a person walking in the corridor.	There are alternative accessible routes to the Library, Hall and Year 2 room.	Not applicable.
Access to Year 4, 5 and 6 toilets and cloakrooms are by stairs only.	Alternative arrangements can be made for year groups in which there are children who are unable to access the first floor classrooms by accommodating them in a ground floor classroom.	After the need has been established
Access to group room outside Year 6 is by stairs only.	See above.	After the need has been established
Access to the staffroom and the resources room is by stairs only.	At present there are no members of staff who have mobility problems. If necessary, alternative facilities would be found.	After the need has been established
One main emergency exit from the staffroom and resources room is via an external fire escape which would be difficult for anybody with mobility difficulties.	See above.	See above
There is no disabled access into the swimming pool and the entrances to the changing rooms are restrictive due to their designs.	A hoist would need to be fitted for access to the swimming pool. A ramp may also be required. There may need to be changes to provide access for a wheelchair in a changing room or alternative facilities may be required.	After the need has been established
There may be problems accessing the Reception classroom depending on the pupil's disability.	There may need to be changes to provide access for a wheelchair.	After the need has been established

Improving the Delivery of Information to pupils with a disability

The school uses a range of communication methods to ensure information is accessible to pupils and parents.

Internal signage

Large print resources

Braille

Pictorial or symbolic representations

TARGET	STRATEGY	TIMESCALE	OUTCOME
Improve the delivery of information in writing to pupils.	Provide suitable enlarged, clear print for visually impaired pupils. Investigate the use of laminates to assist reading information.	As required.	Excellent communication. Ongoing appropriate use of resources.
Ensure all staff are aware of guidance on accessible format.	Guidance to all staff on dyslexia and accessible formats.	Annually on induction.	Staff are able to produce their own resources.
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	As required.	The school will be able to provide written information in different formats for individual purposes.
Make available school brochures, school newsletters and other information for parents in alternative formats as required.	Act as and when required.	As required.	Delivery of school information to parents and the local community improved.

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 Governing Body

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Introduction

Great and Little Shelford Primary school is a fascinating mixture of buildings of different ages ranging from the original school house of 1843 to more recent extensions.

The school is approached via a driveway immediately to the left of Great Shelford Parish church. The school has one narrow driveway for all vehicles and pedestrians.

It operates as a strictly pedestrian walkway only between 8.30 – 9.00am and 3.00 and 3.45pm. There is no vehicular access in order to ensure the safety of the pupils and all cyclists and scooter riders must dismount and walk up the school drive.

To enter during the school day, the school office can be contacted via an intercom on the security gate.

The school is generally accessible for visitors, staff and children with disabilities. Most of the rooms are being arranged on the ground floor and all areas on the ground floor are able to be accessed without steps. The hall, which has steps from the back door, has an alternative entrance from the front of the school.

When visiting the site, visitors are asked to make the office staff aware of any accessibility needs, so that they can be as comfortable as possible whilst on site.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	If the stairs makes part of the school inaccessible to a pupil due to a disability, consideration is given to moving the year group to a downstairs classroom base so that the stairs do not have to be used.	Governors.	As required (not required at time of writing).
Access to the group room outside Year 6 is by stairs only.	Inaccessible by wheel chair	If the stairs makes part of the school inaccessible to a pupil due to a disability, consideration is given to moving the year group to a downstairs classroom base so that the stairs do not have to be used.	Governors.	As required (not required at time of writing).
Access to the staffroom and the resources room is by stairs only.	Inaccessible by wheel chair	Continue as now but review room usage if considered to be part of a necessary reasonable adjustment for a pupil or staff member with a disability.	Governors.	As required (not required at time of writing).
Lifts	None	Continue as now but review if considered to be part of a necessary reasonable adjustment for a pupil or staff member with a disability.	Governors.	As required (not required at time of writing).
Corridor access	Some corridors are not suitable for wheelchair access but there are alternative routes	Continue as now but review if considered to be part of a necessary reasonable adjustment for a pupil or staff member with a disability.	Governors.	As required (not required at time of writing).
Parking bays	The school operates on a site with a very restricted size; it only has 8 parking staff spaces on site (7 x class teacher and 1 x headteacher), The office staff double-park across the teachers' cars but can move quickly if	Continue as now but review if considered to be part of a necessary reasonable adjustment for a pupil or staff member with a disability. For example, should adjustments be required for a staff member due to a disability, arrangement could be made for	Head Teacher.	As required (not required at time of writing).

	<p>exit is needed.</p> <p>There are currently no designated disabled bays and no space for one.</p> <p>The gravel car parking area at the front of the school would be difficult for a wheel chair user. The hard surfaced area at the rear of the school can provide good access as and when appropriate.</p> <p>The school has no visitor or parent parking. If a visiting teacher needs to come on site, an arrangement is made in advance to accommodate the car within the gated school site.</p>	<p>the staff member to have the most appropriate car parking space.</p>		
Pedestrian/ vehicular access	<p>The school has one narrow driveway for all vehicles and pedestrians.</p> <p>It operates as a strictly pedestrian walkway only between 8.30 – 9.00am and 3.00 and 3.45pm,</p>	<p>Continue as now.</p>	<p>Not applicable.</p>	<p>Not applicable.</p>
Entrances	<p>Access through the pedestrian gate is good.</p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p>Not applicable.</p>
Ramps and emergency escape routes	<p>Access in and out of the rear door of the hall is by steps only and is in accessible to wheel chair users.</p> <p>All routes except the first floor and the back of the hall are on level ground.</p> <p>Ramp at the year 1 toilet entrance at the back of the school.</p> <p>One main emergency exit from the</p>	<p>Consideration should be given to providing a ramp at the rear of the hall.</p> <p>Consideration should be given to whether the emergency exit from the staffroom and resources room needs to be adapted.</p>	<p>Governors to consider and advise Head Teacher.</p>	<p>Spring Term 2018.</p>

	<p>staffroom and resources room is via an external fire escape, which would be difficult for anybody with mobility difficulties.</p>			
Toilets	<p>Toilets on ground floor for children.</p> <p>Accessibility adapted toilets in junior entrance and at main entrance.</p> <p>Accessibility adapted toilet in Year 1 toilet.</p> <p>Access to the rear of the building from the Infant toilets is good.</p> <p>Access to Year 4, Year 5 and Year 6 and their associated toilets and cloakrooms is by the use of stairs only.</p>	<p>For first floor toilets: alternative arrangements can be made for year groups in which there are children who are unable to access the first floor classrooms/toilets by accommodating them in a ground floor classroom.</p>	Head Teacher.	As required (not required at time of writing).
Reception area	<p>Managed access to site. On entry the buzzer is at wheelchair height but a wheel chair user may need help to manage the gate and a chair. The release button used for leaving, for reasons of the safety of vulnerable children, is positioned in a higher position. Thus a wheel chair user may need help to negotiate the exit.</p> <p>Managed access from main entrance through into school. A wheel chair user or someone using a stick may</p>	<p>A sign should be put in place informing wheelchair users how they can ask for help if needed to negotiate the gate, the main entrance door.</p>	Head Teacher.	To be agreed with Governors.

	need help to negotiate the door. When leaving the buzzer, for reasons of the safety of vulnerable children, is positioned in a higher position. Thus a wheel chair user may need help to negotiate the exit.			
Internal signage	Internal signage is not consistently large, low and clear.	Consideration should be given to providing consistently large, low and clear internal signage.	Governors to consider and advise Head Teacher.	Autumn Term 2018.
Swimming Pool	Level accessible site but a disabled child would need a lift to get into the pool, which sits above ground level. Access to the changing rooms is not level.	Continue as now but review if considered to be part of a necessary reasonable adjustment for a pupil or staff member with a disability.	Governors.	Not applicable at time of writing.
The hard surfaced car park to the rear of the school provides good access to the school.	Not applicable.	Not applicable.	Not applicable.	Not applicable.
The speech entry system is at a height accessible for a wheelchair user.	Not applicable.	Not applicable.	Not applicable.	Not applicable.
Access to the downstairs offices is reasonable, but the corridor is rather narrow and maneuvering a wheelchair, for example, is slightly difficult.	Narrow corridors would be difficult for wheel chair access.	Continue as now but review room usage if considered to be part of a necessary reasonable adjustment for a pupil or staff member with a disability.	Governors.	As required (not required at time of writing).
Access through the kitchenette corridor is good, although the	Narrow corridors would be difficult for	Continue as now but review room usage if considered to be part of a necessary reasonable adjustment for a pupil or	Governors.	As required (not required at time

<p>corridor is not wide enough to allow a wheelchair to pass a person walking along the corridor.</p>	<p>wheel chair access.</p>	<p>staff member with a disability.</p>		<p>of writing).</p>
<p>Access is good to:</p> <ul style="list-style-type: none"> • Reception • the outside space from Reception • Year 1 • the rear of the building from Year 1 • the Year 2 and Year 3 classrooms • the library • the Think Tank room • the playground and playing areas at the rear of the school (there is a ramp); and, • the pedestrian gate. 	<p>Not applicable.</p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p>Not applicable.</p>

- ~~1. The gravel car park at the front of the school would be difficult for a wheelchair user.~~
- ~~2. The hard surfaced car park to the rear of the school provides good access to the school.~~
- ~~3. Access through the pedestrian gate is good.~~
- ~~4. The speech entry system is at a height accessible for a wheelchair user.~~
- ~~5. The exit button is not at a height accessible for a wheelchair user. (This is to ensure safety of pupils during the school day)~~
- ~~6. Access to the Year 2 and Year 3 classrooms is good.~~
- ~~7. Access to the Think Tank room is good.~~
- ~~8. There is one disabled toilet with good access on the ground floor between Year 2 and Year 3 and another next to Year 1. There is also one for staff in the reception area.~~
- ~~9. Access to the library is good.~~
- ~~10. Internal access to the hall is good.~~
- ~~11. Access into and out of the hall at the rear is very poor for anybody with mobility difficulties. (but see point 10 above)~~
- ~~12. Access to the downstairs offices is reasonable, but the corridor is rather narrow and maneuvering a wheelchair, for example, is slightly difficult.~~
- ~~13. Access into Reception is good.~~
- ~~14. Access to the outside space from Reception is good.~~
- ~~15. Access through the kitchenette corridor is good, although the corridor is not wide enough to allow a wheelchair to pass a person walking along the corridor.~~
- ~~16. Access to the downstairs adult female toilets is good.~~
- ~~17. Access to Year 1 is good.~~
- ~~18. Access to the rear of the building from Year 1 is good.~~

~~19. Access to the Infant toilets and hygiene room is good.~~

~~20. Access to the rear of the building from the Infant toilets and the hygiene room is good.~~

~~21. Access to Year 4, Year 5 and Year 6 and their associated toilets and cloakrooms is by the use of stairs only.~~

~~22. Access to the group room outside Year 6 is by stairs only.~~

~~23. Access to the staffroom and the resources room is by stairs only.~~

~~24. One main emergency exit from the staffroom and resources room is via an external fire escape, which would be difficult for anybody with mobility difficulties.~~

~~25. Access to the playground and playing areas at the rear of the school is good. There is a ramp onto the playground.~~

~~26. Access to the swimming pool compound is good.~~

~~27. There is no special disabled access into the swimming pool and the entrances to the changing rooms are restrictive due to their design.~~