



Yaxham Church of England (VA) Primary School

Accessibility Plan

"Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church and Parish at diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils."

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Statement of intent

Yaxham Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

Signed by:

Jennie Müller

Headteacher

Date: 17th February 2020

Michelle Parnell

Chair of governors

Date: 17th February 2020

1. Legal framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011

This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

This policy will be used in conjunction with the following school policies and procedures:

- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Managing Medicines Policy
- Anti-Bullying Policy
- Health and Safety Policy
- School Improvement Plan

- **Definition**

1.2. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

1.3. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

2. Roles and responsibilities

- 2.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 2.2. The headteacher, in conjunction with the governing board or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 2.3. The governing board, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 2.4. The full governing board will approve the Accessibility Plan before it is implemented.
- 2.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 2.6. The headteacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 2.7. During a new pupil's induction at Yaxham Primary School, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 2.8. The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- 2.9. The headteacher and governing board will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 2.10. The special educational needs and disabilities coordinator (SENCO) will work closely with the headteacher and governing board to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- 2.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.
- 2.12. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

3. Accessibility Plan

- 3.1. The Accessibility Plan will be structured to complement the Special Educational Needs and Disabilities Policy.
- 3.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Improvement Plan.

3.3. Yaxham Primary School's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

3.4. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.

3.5. The intention is to provide a projected plan for a three year period ahead of the next review date, which will be in January 2023

3.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

3.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

3.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

3.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.

3.10. Yaxham Primary School will collaborate with the LA in order to effectively develop and implement the plan.

3.11. An access audit will be undertaken by the governing board and SENCO every year, if there is a need by pupils / staff.

3.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

3.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

3.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

3.15. The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

4. Equal opportunities

- 4.1. Yaxham Primary School strives to ensure that all existing and potential pupils are given the same opportunities.
- 4.2. Yaxham Primary School is committed to developing a culture of inclusion, support and awareness.
- 4.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 4.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 4.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- 4.6. Yaxham Primary School will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

5. Admissions

- 5.1. Yaxham Primary School will act in accordance with the Admissions Policy.
- 5.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 5.3. In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.
- 5.4. Yaxham Primary School will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 5.5. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.
- 5.6. Information will be obtained on future pupils in order to facilitate advanced planning.
- 5.7. Prospective parents/carers of pupils with an EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

6. Curriculum

- 6.1. Yaxham Primary School is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 6.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 6.3. Yaxham Primary School aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 6.4. The subject lead for each subject and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 6.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 6.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- 6.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- 6.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 6.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 6.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 6.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

7. Physical environment

- 7.1. Yaxham Primary School is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 7.2. There are no parts of Yaxham Primary School to which pupils with disabilities have limited or no access to.
- 7.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 7.4. There are provisions for nappy changing.
- 7.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 7.6. Wide doors are fitted throughout the school to allow for wheelchair access.
- 7.7. The corridor flooring and lighting is designed to support those who are visually impaired.

8. Monitoring and review

- 8.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
- 8.2. The governing board and headteacher will review the policy in collaboration with the SENCO's support.
- 8.3. Equality impact assessments will be undertaken as and when school policies are reviewed, if appropriate.

Appendix A – Accessibility Plan

Section 2: Aims and objectives Our aims are to: • Increase access to the curriculum for pupils with a disability • Improve and maintain access to the physical environment • Improve the delivery of written information to pupils. The table below sets out how the school will achieve these aims.

NB If a pupil with a disability is given a place at Yaxham School any proportional and reasonable adaptation will be made to accommodate pupil need.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Setting suitable learning challenges. Respond to pupils' diverse learning needs Overcome potential barriers to learning and assessment.	Specific needs of pupils are audited in order to increase access to the curriculum.	<ul style="list-style-type: none"> • Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. • Adapted resources for Visually impaired. Use of ICT - Link for laptop/iPad to IWB • Consideration on trips out including Individual RA's 	SENCO & Class teachers	Ongoing	Teachers are aware of the relevant issues and can ensure that this group has equality of access to learning. The use of other professional partners has been made available where appropriate.
Increase access to out of school activities for	Children with additional needs have equal access to activities and barriers are overcome.	All out-of-school activities are planned to ensure, where reasonable, the	Review all out-of-school provision to ensure compliance with legislation	SENCO & Headteacher	Ongoing	All out of school activities are accessible to all disabled pupils

pupils with a disability		participation of the whole range of pupils				
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Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Maintain access to the physical environment	Flexi-seating introduced in KS1 and to be developed across the school	<ul style="list-style-type: none"> Children with behaviour, cognitive and physical needs Existing good access to areas of the school grounds will be maintained for wheel-chair users 	<ul style="list-style-type: none"> Assess need in KS2 and purchase suitable resources to support extension of seating Ensure any modifications to buildings or layout of rooms do not restrict access for wheelchairs. 	Class teachers, SENCO Head, Resources committee	Ongoing	<ul style="list-style-type: none"> Learning environment meets the needs of children across the school All areas of the school grounds are of equal access to wheel-chair users.
Improve the delivery of written information to pupils	PECS system available for those children who need support in communication.	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.			Delivery of school information to school community improved

Section 3: Access audit

We are in the privileged position of the school being a new-build (2005).
Therefore accessibility was taken into account during the build.
A more detailed audit underpins this.

Feature	Description
Number of storeys	One story building
Corridor access	Wide and accessible
Lifts	None
Parking bays	Clearly marked and near to entrance
Entrances	Accessible
Ramps	Permanent ramp into Cabin and from playground into school
Toilets	Dedicated Accessible toilet in both Cabin and Main School
Reception area	Accessible
Internal signage	Accessible
Emergency escape routes	Accessible