



# St. Andrew's CEVA Primary School Accessibility Plan

At St Andrew's CEVA Primary School we provide Christian worship and Christian teaching. Spiritual and moral development are central to the life of our school and this will be reinforced in the school's Accessibility Plan where appropriate.

**School name:** St Andrew's CEVA Primary School

**3-year period covered by the plan:** 2019 - 2022

**Plan agreed:** June 2019

**Plan Review:** January 2022

**Interim reviews (Due to Covid19) January 2021**

**Lead member of staff:** S Gentry

## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

## The Purpose of the Plan

This plan shows how St. Andrew's CEVA Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEND Governor**
- **Headteacher**
- **SENCo**
- **School Business Manager**

## The School's Context

We are a Church of England primary school. The school comprises one building covering a large site, mostly of one storey construction with a two storey extension which accommodates six classes in KS2. The school



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expanded from one form entry to a two form entry school in 2013. A two-storey extension was built to accommodate the additional classes during 2013-2014. The school has been expanding each year since the academic year 2012-2013 and is now at full capacity of 14 classrooms in use.

The first floor in the extension is accessed by two sets of stairs and a lift (DDA Platform). There are three disabled toilets available on the ground floor of the building and one upstairs.

## The School's Aims

- embraces a partnership between the school and home.
- offer to each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability.
- children will be helped to appreciate that they are members of the wider community in its richness and diversity.
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection
- The Equality Act 2010

## Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

## Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

## Current Range of known disabilities

- The school has children with a range of disabilities to include moderate and specific learning disabilities.
- We have a small number of pupils and parents who have a hearing impairment.
- At present, we have no wheelchair dependant pupils.



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- There are no parents or members of staff who are wheelchair dependant

## 1. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Outcome	Achieved 2019	Achieved 2020	Achieved 2021
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	Ongoing	SENCO and Challenge Lead	Raised staff confidence in strategies for differentiation and increased pupil participation	Whole school focus on the quality of intervention has resulted in better progress	Intervention monitoring using Edukey has resulted in better progress. SEN training given to all staff Sept 2020.	
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	Ongoing	SENCo/SLT	Raised confidence of support staff	Specific training for those staff supporting children with disabilities	SEN & EAL training has been given to support staff.	
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	Ongoing	SENCo	All staff aware of individuals needs	All one page profiles and healthcare plans completed and displayed on staffroom noticeboard	All one Page Profiles are displayed in the staffroom and reviewed regularly.	
Use ICT software to support learning	Make sure software installed where needed	Autumn 2020	SENCO ICT Leader	Wider use of SEN resources in classrooms	apps uploaded as required	Trial of Dyslexia gold during lockdown. Use of touch typing apps/word to text apps.	
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	Ongoing	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities	Risk Assessments to be made available to parents on request.	Due to Covid-19, no educational visits have taken place.	
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	Spring 2020	PE Leader	All to have access to PE and be able to excel	New PE scheme- REAL PE- all teaching staff trained to deliver this. Play leaders, C4L coach targets Y3/4 ch.	Pacesetters delivering PE to all ECP children during lockdown.	



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## 2. Improving access to the physical environment of the school

St. Andrew' School is continuing to grow and develop. The school will be at full capacity by September 2018.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Outcome	Achieved 2019	Achieved 2020	Achieved 2021
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	As required Induction and on-going if required Annual Recruitment process	SENCO/HT	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues	Risk Assessments IEP's PEEPS are completed and reviewed termly Disabled parking within a few metres of the main entrance to the building. Disabled badge holder parking is enforced by school staff.	IEPS/PEEPS completed and reviewed with Parents termly. During Covid-19 this has taken place via phone and email. All IEPs/Health Care Plans & PEEPS monitored by SENCo & Shadow SENCo.	
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	Ongoing & when any changes made to building level/ structures.	Head/ Governors/ SBM/ Site manager	Re-designed buildings are usable by all	Level access in most areas and wide door access. Ramps in place and lift to access second floor with Evac chairs.	Level access in most areas and wide door access. Ramps in place and lift to access second floor with Evac chair.	
Ensure access to reception area to all	Improve access to reception area during any re-design for wheel chair users	Ongoing -	Site Manager/ SBM	Disabled parents/carers /visitors feel welcome	Ensure ongoing maintenance of door system.	Ongoing Maintenance of door system has taken place this academic year.	
Improve signage and external access for visually impaired people	Yellow strip mark step edges	Summer 2020	Site Manager/ SBM	Visually impaired people feel safe in school grounds	Still to be actioned	Signs purchased – waiting to go up.	
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff	Ongoing	SENCo/ Site Manager/ SBM	All disabled pupils and staff working alongside are safe in the event of an emergency evacuation	Evac chairs by stairwells and evac training for relevant staff has been completed.	Evac chairs by stairwells and evac training for relevant staff has been completed.	



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	are aware of their responsibilities						
Ensure accessibility of access to IT equipment (All IT equipment to be thoroughly cleaned after each child's use)	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	SENCo/ ICT Leader	Hardware and software available to meet the needs of children as appropriate	HI team involvement to improve accessibility for hard of hearing	Both HI Pupils have Roger Radio aids in school which enables accessibility for all hearing impaired pupils.	

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Target	Strategies	Timescale	Responsibility	Outcome	Achieved 2019	Achieved 2020	Achieved 2021
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing as applicable	SENCo/ LA Hearing Service	All children have access to the equipment	HI team involvement to improve accessibility for hard of hearing	Roger Radio aids in class allow access to whole class discussions & support for HI children.	
All emergency escape routes are suitable for all	Make sure all areas of school can have wheelchair access exit routes visual check	Ongoing checks by Site Supervisor and recorded in Fire Risk Assessment manual.	Govs/ SBM/ Site Manager	All disabled staff, pupils and visitors able to have safe independent exit routes	Internal and external inspection each term will check exits. Site Supervisor completes weekly checks and logs in Fire Safety File.	Internal and external inspection visits with governors each term will check exits. Site Supervisor completes weekly checks and logs in Fire Safety File.	



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## 3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Outcome	Achieved 2019	Achieved 2020	Achieved 2021
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Autumn 2019	FS Staff/Office personnel/ Website Manager	All parents receive information in a form that they can access All parents understand what are the headlines of the school information	Website requirements – google translate tab to be done on new website	Too expensive to have a google tab and offers no more than google translate. We have used parent mail to send texts and emails to Parents with Headline data. Paperless letters enables the visually impaired to increase the font size.	
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	Ongoing	Office Personnel	Parents comment on excellent communication	Use of Ariel font to parents in correspondence in large enough size - minimum size 11	Continue use of Ariel font minimum size 11.	
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCo	Staff produce their own information	Updates shared with support staff at termly meetings and teaching staff on a weekly basis.	Staff training given on Dyslexia Sept 2020. All staff use Dyslexia font on the IWB & texts made accessible through coloured sheets etc.	
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	Termly	SENCo	Staff more aware of pupils preferred method of communications	IEP's reviewed and updated each term. Parents invited to review mtgs	IEPs sent home, commented & signed each term along with reviews.	
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Autumn 2019	EAL Leader	Confidence of parents to access their child's education	Dual language books available in school welcome board in a variety of languages.	We continue to have other languages displayed in classrooms and the entrance hall.	
Provide information in other languages for pupils or prospective pupils	Access to translation programmes, sign language interpreters to be	Autumn 2019	EAL/Leader SENCo	Pupils and/or parents feel supported and included	Use of Google translate for pupils/parents.	Use of staff members who speak other languages and	



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who may have difficulty with hearing or language problems	considered and offered if possible					where this is not possible use of google translate.	
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	Autumn 2019	Office Personnel/ SENCo	All stakeholders can access information about the school	Use of PECS throughout school where required.	Signs/displays use simple language with picture cues where possible 7 PECs.	

## Covid 19 Additional adjustments – Review January 2021 (Covid 19 adjustments highlighted in yellow)

Due to the National Lockdown no visitors will be admitted to school, unless essential. Any visitors to school will need to have the Covid visitor conduct leaflet and the Covid 19 risk assessment sent to them in advance. All visitors to school will need to have been agreed before the visit and must follow the strict cleaning and hygiene routines outlined in our risk assessment.