



Accessibility Plan

2016

Our School Vision

‘Walking together and learning together through life’s adventure.’

In our forward thinking Christian school we value and nurture all members of our school community and encourage everyone to reach their full potential. Offering a dynamic, challenging, and inspirational curriculum based on Christian values which stimulates curiosity, adventure and risk taking within a safe and secure environment; where children can achieve success today in order to prepare for tomorrow.

We aim for our children to leave our school as:

- Independent learners who are proud of their achievements and themselves
- Life-long learners ready to try new things and be able to reach their full potential
- Young people with a good understanding of Christian values that they can convey to others throughout their lives
- Good role models who care for others within our community without judging others
- Respectful, polite and honest community members
- Resilient learners who can make good choices about their learning
- Young people with dreams and goals they strive to achieve
- Confident, happy people who believe they can and will succeed in all they do
- Team players who can work together to achieve more

At the start of the children’s journey we strive to provide:

- A welcoming school where children of all ages play together and care for each other
- A place where they feel loved and part of our Christian community
- Learning experiences that enable them to reach their potential
- Learning that challenges and stretches within a secure and safe environment
- A safe place where children can develop resilience and learn that it is OK to make mistakes
- A school where children feel special and are able to develop into individuals

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Long Sutton C of E 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Long Sutton C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do Accessibility Plan: 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.

Long Sutton C of E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

Behaviour Management Policy

Curriculum Policies:

Emergency Plan

Health & Safety Policy

School Improvement Plan

Special Educational Needs Policy

Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit 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.

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.

Long Sutton Primary School

	Targets	Strategies	Outcome	Timeframe
Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils.	To support children who have specific Literacy difficulties better enabling them to achieve well and make good progress from their starting points.	<ul style="list-style-type: none"> • Dyslexia Friendly training/status • Adapting classroom practise and support 	Children with Specific Literacy difficulties achieving ARS and making good progress	By Summer 2018
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	<ol style="list-style-type: none"> 1. To investigate the use of classroom displays to useful for learning but not confusing or disorientating for children with disabilities 2. To cover half the play area in Ash so all children can access outdoor play whatever the weather. 3. Condition survey to focus on accessibility and ensuring facilities are suitable for people with disabilities 	<ol style="list-style-type: none"> 1. Interview SEN and non-SEN children about this. Talk to EP/Learning Support about this. 2. Research the best covered spaces, and action building this. 3. Hookways Condition Survey to be carried out Spring 2017 	<p>Display support learning without sensory overloading.</p> <p>Child are able to use the Ash play area more flexibly</p> <p>Action plan to be formed from condition survey.</p>	By Summer 2017
Improve the delivery of written information to pupils, staff, parents and visitors with disabilities	To review information to Parents/Carers to ensure it is accessible. To have the information available in different formats e.g. large print, different coloured paper, simplified information	Provide information and letters in clear print in “simple” English School office will support and help parents to access information and complete school forms. Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	All parents receive information in a form that they can access. All parents understand what are the headlines of the school Information.	By Summer 2017