

# Accessibility Plan

## Ulceby St Nicholas Church of England Primary School

Mission Statement - **We promote the Christian values of trust, responsibility, respect, thankfulness and friendship that nurture a safe, caring and supportive family atmosphere in which all individual flourish. We meet the needs of every child in our care by developing enthusiastic lifelong learners who are confident and resilient in their work ethic, empowering them to make choices and solving problems in their future as adults.**

### Vision Statement

Under the Equality act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as 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 listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan will be reviewed every three years.

At Ulceby St Nicholas we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning – *'the school environment has grown and matured to a place where it is supportive of learners, it shows clear links to the whole school ethos and values and it clearly celebrates pupil's endeavours'* – **Academy Review and Health Check February 2016**

We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and the

Local Governing Body of the school. The intention is to provide a projected plan for a three year period ahead of the next review date.

2. The Accessibility Plan is structured to compliment the school's Equality Objectives and will be published on the school website ([www.ulcebystnicholas.org.uk](http://www.ulcebystnicholas.org.uk)). We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.
3. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Plan contains relevant and timely actions to:-
  - Increase access to the curriculum for 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 school 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;
  - Improve the delivery of written information to pupils, staff, parents and visitors.
4. The Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. These are:-
  - Increase access to the curriculum for 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 – 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.
  - Improve the delivery of written information to pupils, staff, parents and visitors – this should be made available in various preferred formats within a reasonable timeframe.
5. The 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.
6. The Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body.

## 7. Action Plan

To increase the extent to which disabled pupils can participate in the school curriculum.				
Targets	Strategies	Timescale	Responsibility	Success Criteria
To liaise with pre-school settings to review potential intake for Sep 16	Identify pupils – liaison meetings, transition	All year	HT EYFS Lead	Children catered for/procedures and equipment in place.
To review all statutory policies	Review – Chair and HT Staff meetings ELT	Ongoing	HT LGB	All policies reflect Equality Act 2010
To liaise with parents closely	Parent meetings e.g. workshops, Big Talk and transition meetings	Ongoing	HT	Clear collaboration exists
To liaise closely with outside agencies	Regular meetings, liaise with SENCo	Ongoing	HT SENCo	Clear collaborative working approach
To ensure full access to the curriculum for all children	Academy review visits ROSPA visits LA SIP visits  Differentiated curriculum with alternatives The use of assertive mentoring which can be tailored to individual needs Support staff use Multimedia use to enhance curriculum Specific equipment sources e.g. from OT	Ongoing	All staff	Advice taken and strategies evident
To promote the involvement of disabled pupils in classrooms	Ensure wheelchair access, screen magnifier, features such as sticky keys and filter keys, creating positive images of disabled pupils.	Ongoing	All staff	Variety of learning styles and multi-sensory activities evident in planning and more importantly in the classrooms.  Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve physical environment around school	The school will take into account the needs of the pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements.	Ongoing	HT LAAT	Enabling needs to be met where possible.
Ensure appropriate visually stimulating environment for all children.	Environment audits looking at learning environments, impact of colours and displays	Ongoing	ALL HT	Appropriate stimulating learning environment maintained which

	bearing in mind that too much can be sensory overload			is conducive to outstanding learning
Ensuring all with disability are able to be involved and move freely in school	Create individual plans Monitor plans carefully with all parties All school is easily accessible via ramps and wide paths and gates Regular monitoring of corridors, trip hazards, mobile cupboards, walkways in dinner hall and fire escapes.	Ongoing	ALL HT SENCo	All children have access around the school – enabling needs to be met where possible.
Ensure that disabled parents have an opportunity to be involved in school life	Designated school disabled parking place. All school is easily accessible via ramps and wide paths and gates	Ongoing	HT LGB	Parents can come into school and move around freely without issues
To improve the delivery of information to pupils and parents.				
Parent with Hearing Impairment	Regular communication with parents  Support from Local Authority	Ongoing	All staff to be aware	Successful communication in place
To enable improved access to written information for pupils, parents and visitors	Investigate symbol software with reading difficulties Raising awareness of font size and page layouts Auditing the school library to ensure the availability of large font and easy read texts will improve access Auditing signage around the school Ongoing checking of readability Input on disability from organisations e.g. Go Kids to raise awareness of disabilities	Ongoing	HT	All have access to information provided by school