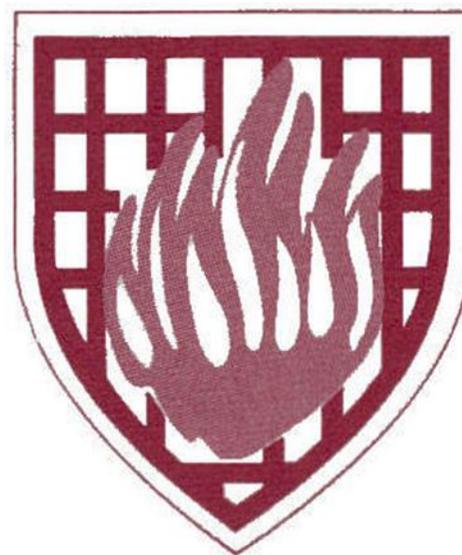


Gnosall St Lawrence CE Primary Academy and Gnosall Pre-School.



Working together, with Jesus beside us, to achieve our full potential.

School Accessibility Plan Autumn 2015 - Autumn 2018

1. Introduction

At St Lawrence CE Primary Academy and St Lawrence Pre-School:

- Every child is valued as an individual and encouraged to reach their full potential
- By providing opportunities to participate in a wide range of activities, both academic and creative
- By encouraging children's independence
- By giving access to a well-balanced, interesting and challenging curriculum
- By providing a variety of learning experiences, both inside and outside of school
- By using a variety of teaching styles and helping children to recognise the learning style most suited to them
- By encouraging each and every child to develop a love of learning
- We strive to raise our standards by the continued development of all our staff

- We all have the ethos that learning is fun and achieving is cool!
- We believe that all our children and our staff are happy, challenged, valued and motivated

St Lawrence CE Primary Academy and St Lawrence Pre-School has high ambitions for its pupils with disabilities and expects them to participate and achieve in every aspect of school life. St Lawrence CE Primary Academy and St Lawrence Pre-School commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers to pupils with disabilities in every area of school life

St Lawrence CE Primary Academy and St Lawrence Pre-School makes all children feel welcome irrespective of race, colour, creed or impairment.

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

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

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- 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 and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- \ To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

1.1.1 At St Lawrence CE Primary Academy and St Lawrence Pre-School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

The Accessibility Policy of St Lawrence CE Primary Academy and St Lawrence Pre-School recognises the school's Mission Statement that the school's purpose is to provide the best quality of learning experience and environment for the children in its care, within our Christian Community, so that everyone can fulfil their potential in an inclusive learning environment and to support individual pupils

i) with special educational needs

ii) with disabilities

- 1.1.2 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1.2 The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme.

2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

3. St Lawrence CE Primary Academy and St Lawrence Pre-School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- ⌚ Disability Equality Scheme
- ⌚ Special Educational Needs
- ⌚ Equal Opportunities
- ⌚ Inclusion

4. This plan considers the following three areas as identified in the introduction:

4.1 Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation

4.2. Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist ICT equipment.

4.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats such as Braille, audio tape, large print and the provision of information orally.

5. Increasing the extent to which disabled pupils can participate in the school curriculum The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

Outside agencies provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- ⌚ Hearing Impaired Children's service
- ⌚ Visual Impairment Advisory and Support Service
- ⌚ Occupational Therapists and physiotherapists
- ⌚ Speech and Language Therapy

- ⌚ Autism Outreach Team
 - Physical Disability Outreach Team.

6. Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by St Lawrence CE Primary Academy and St Lawrence Pre-School.

7 Getting hold of the school's plan

- ⌚ The School Accessibility plan will be available on the teachers drive system so that all staff have access the plan.
- ⌚ The School Accessibility plan will be available on the School Website so that parents and children may have access to it.
- ⌚ The School Accessibility plan will be available as a paper copy to which any child, parent, or outside agency may have access.

8 Monitoring and review

We are aware of the need to monitor the school's Accessibility Plan and to review it regularly so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school.

- ⌚ The Access plan will be reviewed and revised annually by the SMT and the Governing Body
- ⌚ The review will use the school provision mapping system, children's individual access plans, outcome of data set monitoring, and the priorities in the School Improvement Plan.
- ⌚ The Access plan will be available to all children, staff, and parents to contribute to the review process at any time.

Approved: Autumn 2015

Due for Review: Autumn 2018

Signed & dated: [Headteacher]

Signed & dated: [Chair of Governors]

Appendix 1 Access Improvement Plan

School Accessibility Plan Autumn 2015- Autumn 2018

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	HT/ School office SENCO	Staff aware of services available through LA Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents - display appropriate leaflets for parents to collect.	Contact details & cost of translation / adaptation	In place & ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents.
Training for staff on increasing access to the curriculum for disabled pupils	SENCo DH	Staff training on signing / Braille if and when necessary. On-going training on Aspergers Syndrome.	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCo HT	Alpha smart word processors for pupils with specific recording difficulty. Specific training in word processing skills through Touch Type Programme. Laptops Sloping boards and adjustable tables for pupils	Specialist equipment as listed	In place & ongoing	Increased access to the Curriculum Needs of all learners met.

		with physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty.			
Provision of wheelchair accessible toilets with changing facilities	HT	Maintain a wheelchair accessible toilet with shower.	Build into maintenance budget	In place and ongoing	Physical accessibility of school increased due to lift in school's new building. Wheelchair accessible toilet.
Fit grab rails where necessary to aid movement around school	Care taker/ HT	Maintain grab rails around school site, including classrooms and other appropriate locations. To review and update following discussions with adviser.	Cost of new grab rails as needed.	In place and ongoing	Accessibility of school & play areas increased. Physically impaired pupils able to access all areas. All areas regularly reviewed.

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Improvements to help the visually and physically impaired	SBM / HT	External steps & manhole covers highlighted in yellow / non-slip paint where necessary. White railings fitted to all stairs.	Cost of decoration	Complete and on-going	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Access into school and reception to be fully compliant	HT	Designated disabled parking Lifts fitted to second floor and regularly maintained Clear route through school for disabled people, allowing access to all areas	Cost of maintaining Lifts.	Sept 2016 In new school.	Physical accessibility of school increased Following new build building programme, main entrances and all upstairs rooms are fully accessible, including dining room and classrooms .
Improve signage to indicate access routes around school	SENCO HT	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school	Cost of signs	ongoing	Disabled people aware of wheelchair access to all parts of the school

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Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Maintain Safe Access around exterior of school	SBM/ HT	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in ground`s maintenance contract	ongoing	Disabled people to move unhindered along exterior pathways

