



**School Accessibility Plan  
2016 - 2019**

**St Peter's Smithills Dean CE  
Primary School**

**Accessibility Plan**

**2016 – 2019**

# **St. Peters' Smihtills Dean CE Primary School Accessibility Plan 2016 to 2019**

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### **1. Our School**

#### **The purpose and direction of the school's plan: vision and values**

Our Mission and Vision Statements set out the vision and values of our school and our desire to treat everyone who uses the school with respect and Christian love. This includes providing appropriate accommodation to meet the needs of individuals and making every aspect of school life accessible to them. To give due regard to the Equality Act 2010.

## **2. 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 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 listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St. Peter’s Smithills Dean C E Primary School the Plan will form part of the Equality Policies and practices in school and will be monitored by the Finance and Premises Governors’ committee. The current Plan will be appended to this document following its publication on the school website

At St. Peter’s Smithills Dean CE Primary School 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. 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 St. Peter’s Smithills Dean CE Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted as appropriate. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. 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 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.

3) St. Peter’s Smithills Dean CE 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.

4) The St. Peter's Smithills Dean CE Primary School 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 Accessibility 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; (If a school fails to do 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 , as appropriate, 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.

5) The St. Peter's Smithills Dean CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following St. Peter's Smithills Dean CE Primary School policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident File and enclosed Disaster Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Continuing Development Policy

8) 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 ongoing period.

9) 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.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Teaching and Learning, Pupil and Community Governor Committee and the Finance and Premises Governor Committee.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved and reviewed: Governing Body Meeting

Date : Sept 2017

### **3. Aims and Objectives**

#### **Our Aims are:**

- **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,**

Our objectives are detailed in the Action Plan below

### **4. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

## **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are parts of the school to which disabled pupils have limited or no access at the moment, or whether physical features of the school environment hamper access to the whole life of the school;

## **Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

## **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

The Action plan will show:

- Clear allocation of lead responsibility;
- Clear allocation of resources;
- An indication of expected outcomes or performance criteria;
- Clear timescales; and
- A specified date and process for review.

## **5. Access Audit**

The school is a single storey building with wide corridors and several access points from outside.

On-site car parking for staff and visitor includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. There are disabled toilet facilities available outside the Hall and in the main school.

The school has internal emergency signage and escape routes are clearly marked.

Possible areas to be improved within the limitations of this building are:

- More handrails to be fitted to toilets.

## **6. Action Plan: Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.



## Accessibility Plan 2016-2019

**Date: Sept 17**

**Strand 1:** To increase the extent to which disabled pupils can participate in the school curriculum.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To observe classroom practice which reflects robust SEN differentiation	Three observations per class per year	July 2018	HT SENCO	Pupil needs met
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To reflect NC – 2014 Inclusion Statement Equality Act 2010	Ongoing 2017/18	All subject leaders	All policies clearly reflect inclusive practice and procedure
	To plan provision for Autistic and visually impaired pupils in Y6.	To liaise with TAs and new class teacher.	Ongoing throughout 2017/18	HT TAs SENCo	Pupils to make good progress.

Date of review: July 2017.

CAL



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	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	Identify levels of TA support across all Key Stages	HT, SENCo, ARR, SEN Gov to meet to scrutinise clear levels of support and provision	Sept 2017.	SENCO HT	Clear deployment related to exact level of need
	To liaise with Nursery providers to review potential intake for Sept 17	To identify pupils who may need additional to or different from provision for Sept 16 Intake	July 2017	YR teacher HT	All pupils successfully included by Autumn 2017.

Date of review: July 2017

CAL



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	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>LONG TERM</b>	To review SEN policy in the light of recent legislation and documentation. New Code of Practice Sept 2014.	SENCo to lead in consultation with staff	Autumn 2017	SENCo SEN Gov	All staff clearly aware of key aspects of reviewed SEN document
	To review all aspects of the above.	Whole staff approach	Autumn 2017	HT Gov Body	Cyclical review

Date of review: July 2017  
CAL



## Accessibility Plan 2016-2019

**Date: Sept 17**

Strand 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	Access to all areas of the school building and outside areas. Safety floor surface maintained in the playground.	To replace existing facilities as required.	October 2017.	HT Site Manager Gov Body	All areas easily accessible.

Date of review: July 2017



## Accessibility Plan 2016-2019

**Date: Sept 17**

Strand 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	To install large play equipment at School Council request.	School Fund to be used.	Spring 2016	HT School Council	To have large play equipment to enable pupils to fully participate in games.
	To refurbish the EYFS Outdoor Area.	Awards for All Grant	Summer 2016	HT, EYFS Leader	EYFS Outdoor Area refurbished.
	To work with the Woodlands Trust to provide access to outdoor learning.	Awards for All Grant	Autumn 2017	HT, EYFS Lead	Access to Outdoor Learning Curriculum.

Date of review: July 2017  
CAL



### Accessibility Plan 2016-2019

**Date: Sept 17**

Strand 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>LONG TERM</b>	To review all elements of physical accessibility to school	Finance and Build Gov Comm to report to Gov Body Spring Term 2018	March 2018	Gov Body	Ongoing review of plan

Date of review: July 2017 CAL



## Accessibility Plan 2016-2019

**Date: Sept 17**

Strand 3: To improve the delivery of information to disabled pupils and parents/carers.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To continue to operate an open door policy and good liaison with TA and Parents.	Continual review of learning styles and resources	Ongoing throughout 2017/18.	SENCo Classteacher TAs	Parents feel communication between school and home is good.
	SEND School Offer on the school website.	Yearly update.	Autumn 2017	SENCo	Parent/ Carer have up to date information.
	To continue to improve the availability of written information.	To provide clearly labelled information point and web site.	Ongoing throughout 2017/18.	HT School Administrator	Easy access of info to parents/carers

Date of review: July 2017



### Accessibility Plan 2016-2019

**Date: Sept 17**

Strand 3: To improve the delivery of information to disabled pupils and parents/carers.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	To review signage within school perimeter and the school website.	To identify areas where signage / web site needs to be changed and made clear for pupils and parents	July 2018.	HT Gov Body Site Manager Office Manager	Clear signage throughout school and web site.

Date of review: July 2017 CAL



## Accessibility Plan 2016-2019

**Date: Sept 17**

Strand 3: To improve the delivery of information to disabled pupils and parents/carers.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>LONG TERM</b>	To reflect disability equality ensuring all parents/carers are aware of alternative formats in receiving information.	To inform parents/carers at New Parents' meeting and on the website /school prospectus.	July 2017. Autumn 2017	Gov Body HT	Parents/carers aware they are able to request alternative formats

Date of review: July 2017 CAL

### Physical Environment Plan (Accessibility Plan) Finance Overview.

Financial Year	Project	Estimated Cost	DFC Funding	DFC Carry Forward	Other Funding	School budget carry forward
				£47,839.00		
April 2011				+ £7,689.00 (11/12)		
				£55,528.00		
2011/12	Year 4 flooring	£3200	£3200	£52,328.00		
	Kitchen refurbishment and ceiling - M/cr Diocese have provided school with the names of Consultants to support a LCVAP bid.	£132,000			LCVAP AND GOV %	
	Building Maintenance as required. 2012/13	£3200				School Budget £10,000
		£2100	£21,000			

2013/14	To make the playground safe.	£9000		£17800		2013/14
	To replace ICT Projectors (2)	£3336		£15700		
	Large outdoor play equipment	£2568	£9000			
	Toilet flooring		£3336	£6700		
	External & internal painting		£2568	£3364		
				£796		

### Physical Environment Plan (Accessibility Plan) Finance Overview.

Financial Year	Project	Estimated Cost	DFC Funding	DFC Carry Forward	Other Funding	School Budget Carry Forward
2014/15	IPads for each classroom. (11)	£6500	£6500	£6500 for 2014/15	10% contribution from PA.	
2015/16	Emergency Fire Exit Doors y4,5 and 6	£8000	£8000	£8000 for 2015/16	10% contribution from school budget	
2015/16	EYFS Outdoor Learning Area refurbishment	£5000			Award for All Grant	
2016/17	Outdoor teaching area	£5000			Award for All Grant	

