



## **St Andrew's CofE Primary Academy**

### **Accessibility plan**

**2016-2019**

#### **1. Introduction and rationale**

##### **Academy's duties around accessibility for disabled pupils**

Academies 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 academy 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 Local Governing Body of the Academy 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 academy curriculum;
- improving the environment of the academy 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 academy's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the academy will address priorities identified in the plan.

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

In drawing up the Accessibility Plan the academy has set the following priorities:

- To provide safe access throughout the academy for all academy 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 academy experience as fully as possible.

- 1.1.1 At St Andrew's Primary Academy we are committed to establishing equality for all pupils, their parents, staff and other users of the academy. This is reflected in our academy aims
- 1.1.2 St Andrew's Primary Academy strives to provide a safe, secure, stimulating and supportive atmosphere where each child is valued to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally to secure an inclusive learning environment and to support individual pupils i) with special educational needs ii) with disabilities

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

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.

St Andrew's Primary Academy is committed to equal opportunities and inclusion. This strategy should be considered alongside the following academy policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equality Policy & Objectives
- 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 academy's curriculum by securing relevant staff training and ensuring appropriate classroom organization

4.2 Improving the physical environment of the academy such as ramps and handrails as well as physical aids to access education such as specialist desks and 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 that take account of any views expressed by pupils or parents about their preferred means of communication 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 academy curriculum**

The academy 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.

The academy 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

## **6. Improving access to the physical environment of the academy**

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 Andrew's Primary Academy.

#### **7. Improving the delivery of information to disabled persons**

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Access Improvement Plan is reviewed annually by the LGB & Portfolio Holder. In addition it will be reviewed three yearly by the Head of Academy.

Information on how to view this plan is contained on the academy website

**Approved by: LGB .....**

**Date: May 2016 .....**

#### **Section 2: Aims and objectives**

Our aims are to:

- increase the extent to which disabled pupils can participate in the academy curriculum;
- improve the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The table below sets out how the academy will achieve these aims.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the curriculum for pupils with a disability	Training on signing is available if needed via Babcock Devon Partnership	Currently no requirements (January 2016). Should requirements become necessary then this will be addressed.	None currently but training to be undertaken as required (Jan '16)		

<p>Improve and maintain access to the physical environment</p>	<p>Currently no requirements (January 2016). Should requirements become necessary then this will be addressed.</p>	<p>Currently no requirements (January 2016). Should requirements become necessary then this will be addressed.</p>	<p>Increase amount of contrast colours in decorating including yellow warning colours on steps and handrails as necessary</p>		
<p>Improve the delivery of written information to pupils</p>	<p>Staff are aware of services available through Babcock</p>	<p>To be ready and able to produce written material and differing forms as required</p>	<p>none currently (Jan '16) but to be undertaken as required</p>		

### Section 3: Access audit

<b>Feature</b> <i>For example:</i>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys	Single storey building with level access.			
Corridor access	Level access to all corridors on site			
Lifts	Not applicable.			
Parking bays	A disabled parking bay can be allocated as required. Currently we have one specifically allocated permanently as parking is very restricted. This can easily be reviewed / allocated asap if required.			
Entrances	There are small steps into the entrance or an access ramp.			
Ramps	There are access ramps to the main building and then to the playground and field.			



Toilets	Disabled toilet facilities are available near the main reception.			
Reception area	There are small steps into the entrance or an access ramp. Inside building is level access			
Internal signage	Toilets have brail signs. Fire alarms have lights and sounds.			
Emergency escape routes	Ramp or stairs can be used to access rally point.			