



Scargill Church of England Primary School

Accessibility Plan

November 2021-2024

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Next review date: _____

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Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing body of Scargill Church of England Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

At Scargill Church of England Primary School we aim to make all lessons and areas of our school accessible and welcoming to all stakeholders.

All pathways are well maintained and accessible by all. In the winter the main pathways are salted when it snows, so the entrances to the school can still be accessed.

At the main entrance of school, the pathway to and from the second car park area the steps are marked with a change of texture at the top of them. The railings around these steps are bright yellow and the steps have a yellow strip for the visually impaired stakeholders.

The main staff/visitor car park is on the same level to the entrance of the school. This car park has designated parking. The main reception area entrance is accessible by wheelchair users. The two entrances which pupils use are also accessible by wheelchair users. The main entrance is well lit, on one level.

Although not all external doors are accessible by wheelchairs, alternative access points are nearby which are wheelchair accessible.

All doors are clearly marked in school using a clear colour contrast. A variety of lighting is used around the school. The corridors are very calm and background noise is generally low around school.

We have two disabled toilets in school that have a handrail and a sink that is at wheelchair level. There are handrails to help assist and there is also room in these toilets for a hoist if needed. One of these toilets has a changing bench. There is a cord alarm in one of these toilets.

In the Early Years, one of the toilets in the foundation stage is wide enough for a child in a wheelchair and there is also a rail with space for a changing area where a child could lie down and be changed if needed. Alterations could be made to the disabled toilet area in the Early Years to accommodate a larger changing area if needed.

The school has a sensory area that is accessible by all stakeholders and provisions are made for children who find outside at break times challenging.

The school has not got a loop system, however this could be installed if needed as a reasonable adjustment. The SENDCOs and Medical Needs Coordinator will support parent/carers in regards to completing paperwork and forms relating to SEND pupil's welfare and education.

Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils and families with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Can pupils with SEND access all lessons?	Ensure detailed SEND Support Plans are in place and are reviewed termly. This will be further enhanced by use of Provision Mapping tool. Subject leaders to clearly know how pupils with SEND access their curriculum area. Additional resources eg IT support or specialist aids used where needed.	SENDCOs, Subject Leaders and Class Teachers	Spring 2022 for new Provision Mapping tool.	Pupils with SEND will access all lessons	Autumn term 2022
	Do staff members have the skills to support pupils with SEND?	Complete a staff skills audit Record kept of training received Provide further training where needed	External advisors/SEND COs	Spring 2022	Staff members have the skills to support children with SEND	Autumn 2022
Medium term	Can all children access trips and residential offerings?	When trips and residential take place they are carefully selected to ensure all pupils can access them with reasonable adjustments and necessary risk assessments in place. Presumptions that trips/residential that have previously been in place should not be made as changes from year group to year group may need to be made to ensure all pupils can access the trip/residential.	Executive Head and SENDCOs	Autumn 2022	All children can access all trips and residential	Autumn 2022
Long term-reasonable adjustment plan when needed	Do staff know how to lift children safely?	Staff to complete a manual handling course	Executive Head	Prior to a child starting our school who requires this level of support	Adults will be able to support the child safely	A month after a child with such needs has started

Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	No outdoor quiet sensory space accessible to all.	School council project 2021/22 - The School Council will design a sensory prayer space. To include ramp access from the corridor. Cost funded mostly by the PTA.	School Council and Executive Head	Summer Term 2022	Quiet, outdoor sensory space accessible to all.	Autumn Term 2022
Short term	Faded signage for designated parking for disabled drivers. Toilet doors need clear accessible signs.	New signs to be ordered by SBM and accessible signs for all to be fitted. (Accessible through height/position, appropriate font size, contrasting colours to doors, accessible language and visual clues)	SBM/caretaker	Spring Term 2022	Clear accessible signage for disabled parking bays and pupil/staff toilets.	Summer Term 2022
Short term	Rails around steps/ramps are silver/grey which don't contrast well against the playground surfaces. Some raised sections of patio by external classroom access have a very faint yellow highlight.	Rails and step/patio edges to be painted	SBM to arrange external provider to complete work caretaker is unable to do	Spring Term 2022	All railings and steps to be clearly visible	Summer Term 2022
Short term	Redecoration has left the new hall with reverberation	Sound absorption boards to be fitted to reduce the reverberation	SBM to arrange external provider to complete this	Spring Term 2022	Reduction in reverberation in the new hall	Summer term 2022

Medium term	Very limited access from all classes with only the exception of Reception Classrooms for wheelchair access to the top (cage) playground.	Any planned work to the area at the back of the Y1 classrooms to include ramped access to the Reception/Y1 corridor.	Executive Head r & YMD Boon	Summer Term 2022	Improved accessibility across school	Autumn term 2022
Long term- reasonable adjustment plan when needed	The external door to the entrance cannot be opened manually by a wheelchair user	Make the door accessible by all stakeholders	Executive Head	Prior to a stakeholder joining our school community	The external door will be accessible by all stakeholders- bell to ask for assistance	After the stakeholder has joined our school community
	Is the learning environment of pupils with visual impairment accessible?	Incorporation of appropriate colour schemes	Executive Head / SENCO	Prior to a child with visual impairments starting our school	Learning environment is accessible to pupils with visual impairments	A month after the child has started
	Does the school environment support children who have a hearing impairment?	Install a loop system and visual fire alarm system	Executive Head /	Prior to a child with a hearing impairment starting our school	The physical environment will support a child with a hearing impairment	A month after the child has started

Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	No audit completed to assess the extent to which pupils can access information on an equal basis with their peers.	Monitor SEND information delivery procedures Parent and pupil questionnaire feedback. SEND monitoring of teaching and learning and pupil voice	Executive Head /SENDCOs	Spring 2022	School is aware of accessibility gaps to its information delivery procedures	Summer 2022
Medium term	Is our school physical environment/ curriculum and information accessible by all?	Monitor SEND information delivery procedures Parent and pupil questionnaire feedback. SEND monitoring of teaching and learning and pupil voice	Executive Head /SENDCOs	Spring 2022	Set new targets	Summer 2022
Long term-reasonable adjustment plan when needed	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats	SENDCOs/class teachers when needed.	Prior to a child with a visual impairment starting our school	Written information is fully accessible to children with visual impairments	A month after the child has started