

# Accessibility Plan 2017 - 2019



## Legislative Compliance

This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

### Definition of Disability:

*Under the Equality Act, 2010, you are classed as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.*

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

At Abbey Road Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Abbey Road Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

### The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works together with partner schools as required.
- Disabled pupils have access to extra-curricular activities.

**Action plan is set out below:**

	Objectives	Action			Timescale	Monitoring Method: Who? How?
		How?	Who?	Resources		
1	To be aware of the access needs of disabled children, staff, governors and parents, carers	<i>Annual reminder to parents, carers through newsletter to let us know if they have problems with accessing areas of school.</i>	<i>Head Teacher</i>	<i>As required</i>	<i>Ongoing monitoring of need autumn term newsletter</i>	<i>Governors Head Teacher SLT</i>
2	Improve access for pupils who may experience difficulty moving around the school.	<i>Ensure care plans are in place to support all pupils with mobility difficulties  Carry out site checks on a termly basis to ensure that site is safe and accessible for all  Check exterior lighting is working on a regular basis</i>	<i>SENco/Family Link Worker/SFSS/Parents to create care plan  Head Teacher Site manager  Site manager</i>	<i>Accessibility and Care Plan Planning time for SENCO  Maintenance budget  Maintenance budget</i>	<i>On-going  Termly  Monthly check</i>	<i>Governors – Health &amp; Safety/Equality link roles  Head Teacher</i>
3	To ensure all school visits and trips are accessible to all pupils.	<i>Ensure venues and means of transport are vetted for suitability.  Ensure staffing is available to provide appropriate levels of support.</i>	<i>Class teachers EVC/Head Teacher</i>	<i>Appropriate training, as required, to ensure staff are confident in planning activities which are accessible</i>	<i>Ongoing</i>	<i>Head Teacher</i>
4	To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND.	<i>Update SEND policy and SEND report annually  School to seek advice from experts.</i>	<i>SLT LA SEND team</i>	<i>Staff training costs Visiting speakers/trainers</i>	<i>Ongoing – needs identified via annual CPD calendar and appraisal process</i>	<i>Head Teacher SLT</i>
5	To ensure all disabled people can be safely evacuated in an emergency.	<i>Ensure there is a Personal Emergency Evacuation Plan for all disabled pupils.</i>	<i>SENco to create individual plans with class teachers/support staff Head Teacher to distribute</i>	<i>Planning time for SENCO</i>	<i>Personal plans reviewed annually or more frequently if pupil needs change Annual update of Emergency Plan –</i>	<i>Head Teacher</i>

		<p><i>Ensure all staff are aware of their responsibilities in evacuation – as outlined in Emergency Plan.</i></p> <p><i>Ensure that all fire exits are clear and that exit routes are appropriately accessible</i></p>	<p><i>Emergency Plan on an annual basis.</i></p> <p><i>Site Manager/Head Teacher to monitor on an ongoing, daily basis</i></p>	<p><i>/</i></p> <p><i>/</i></p>	<p><i>autumn term</i></p> <p><i>/</i></p>	<p><i>Health &amp; Safety link governor</i></p> <p><i>Head Teacher</i></p>
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