



Waddington All Saints Primary School

“If they have wings, why make them walk?”

ACCESSIBILITY PLAN INCLUDING STRATEGIES

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.

This policy should be followed with due regard to the requirements of the School’s Equality and Diversity Policy.

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from September 2016 – August 2019
2. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Waddington All Saints School plans to monitor the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to continually monitor and:
 - 1 Improve 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.
 - 2 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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - 3 Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Eg. handouts, timetables, textbooks and information about the school and school events and will be made available in various preferred formats within a reasonable time frame.



Waddington All Saints Primary School

“If they have wings, why make them walk?”

5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge the need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - 1 Curriculum
 - 2 Equality and Diversity and all the areas covered within.
 - 3 Staff Development (CPD)
 - 4 Health & Safety (including off-site safety)
 - 5 Inclusion (include in Equality and Diversity)
 - 6 Special Needs (include in Equality and Diversity)
 - 7 Behaviour Management
 - 8 School Improvement Plan
 - 9 Asset Management Plan
 - 10 School Brochure and Mission Statement
8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on “having regard to matters relating to Access”.
10. The School Brochure will make reference to this Accessibility Plan.
11. The Accessibility Plan will be published on the school website.
12. The School's complaints procedure covers the Accessibility Plan.
13. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
14. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
15. The school will work in partnership with the local education authority, in developing and implementing this plan and will adopt in principle the “Lincolnshire County Council Accessibility Strategy (Pupils)”.
16. The Plan will be monitored by Ofsted as part of their inspection cycle.



Waddington All Saints Primary School

“If they have wings, why make them walk?”

WADDINGTON ALL SAINTS COMMUNITY PRIMARY SCHOOL ACCESSIBILITY PLAN STRATEGIES September 16-August 2019

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
ACCESS TO CURRICULUM To liaise with Nursery providers to review potential intake for Sept 16	To identify pupils who may need additional to or different from provision for Sept 16 Intake	Sept 2016/2017/2018		EYFS teachers	SLT	Procedures/equipment/ ideas set in place by Sept 2016.
ACCESS TO CURRICULUM To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout		All Teachers SENCO SLT		Clear collaborative working approach
ACCESS TO CURRICULUM To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel, to ensure that we are meeting the needs of the child.	Ongoing- as required		All Teachers SENCO		Clear collaborative working approach
ACCESS TO CURRICULUM Ensure access to computer technology appropriate for pupils with disabilities.	<input type="checkbox"/> ICT to include prioritised purchasing list for computer technology as required for pupils with disabilities. <input type="checkbox"/> School staff to update on available technology on a termly basis. To access specialist ICT support	As required – unless needs of pupils in school require immediate action.		All Key Leaders	Governors - Curriculum and Premises	Access to appropriate computer technology will be improved for all disabled pupils.

Waddington All Saints Primary School

Mere Road, Waddington, LINCOLN, LN5 9NX

Tel: 01522 820099 Email: admin@all-saints.lincs.sch.uk

www.all-saints.lincs.sch.uk

Headteacher: Mr P Martin BEd (Hons) MA NPQH



<p>ACCESS TO CURRICULUM</p> <p>Reflect identified areas of need in lesson planning and delivery.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Incorporate Quality First Teaching into all planning.</p> <p><input type="checkbox"/> <input type="checkbox"/> Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</p> <p><input type="checkbox"/> <input type="checkbox"/> Purchase of resources to increase student participation.</p>	<p>Ongoing</p>		<p>All staff</p>	<p>SLT Governors – Curriculum & Premises</p>	<p>Improved access to curriculum for all pupils.</p>
<p>ACCESS TO CURRICULUM</p> <p>Prioritise student participation in school activities.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Promote student awareness of the rights of the child, especially Article 23: Children should have special care and support if they need it.</p> <p><input type="checkbox"/> <input type="checkbox"/> Ensure school activities are accessible to all students.</p>	<p>Ongoing</p>		<p>All staff Governors</p>	<p>SLT Governors – Curriculum & Premises</p>	<p>Increased participation in school life for students with disabilities.</p>
<p>SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Consider all policies in view of implications.</p>	<p>Ongoing</p>		<p>Governors</p>	<p>Governors – Curriculum & Premises</p>	<p>Access to all aspects of school life for all students.</p>
<p>SCHOOL BUILDINGS</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Accessibility and clarity of signs around school.</p> <p><input type="checkbox"/> <input type="checkbox"/> Awareness of independent access.</p> <p><input type="checkbox"/> <input type="checkbox"/> Clear identification of room functions.</p>	<p>Ongoing</p>		<p>Governors – Curriculum & Premises</p>	<p>Governors – Curriculum & Premises</p>	<p>Access to school buildings and site improved.</p>

<p>SCHOOL BUILDINGS</p> <p>Ensuring all with a disability are able to be involved</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create access plans for individual disabled children as part of the target setting process <input type="checkbox"/> Ensure access needs of staff and governors are met in the school and for meetings etc. <input type="checkbox"/> Ensure that parents/carers' access needs are met, wherever possible to ensure that they are able to attend open afternoons, productions, etc. 	<p>Ongoing</p>		<p>Teaching and non-teaching staff</p>	<p>SLT</p>	<p>Enabling accessibility needs to be met where possible</p>
<p>CLASSROOMS</p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan classrooms in accordance with pupil need. <input type="checkbox"/> Organise resources within classrooms to reflect student need. <input type="checkbox"/> Incorporate accessibility into any proposed structural alternatives. <input type="checkbox"/> Provide quiet areas within school. <input type="checkbox"/> Think beyond the ramp. Look at accessibility in all areas of school life. 	<p>Ongoing</p>			<p>Governors – Curriculum & Premises</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities.</p>
<p>NEWSLETTERS AND DOCUMENTS</p> <p>Availability of newsletters and school documents in alternative formats.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of pastel paper for dyslexic students. <input type="checkbox"/> Large print and audio formats as required. <input type="checkbox"/> Information in student planners when student need requires this. <input type="checkbox"/> Home / School pack for students and ASD spectrum and students with communication difficulties. <input type="checkbox"/> Homework information available as information sheets in alternative formats when requested. 	<p>Ongoing</p>			<p>Governors</p>	<p>Access to information for pupils with disabilities and parents / carers..</p>