



# Accessibility Plan 2018 - 2019

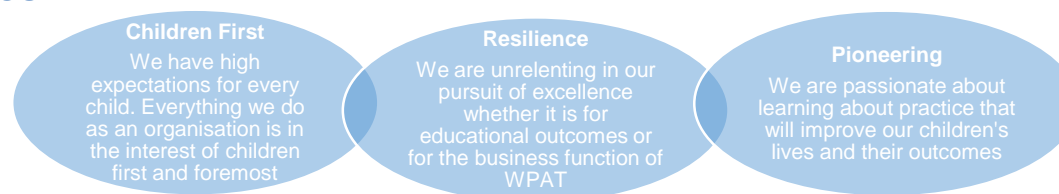


## Evelyn Street Primary School

## **Contents**

1. Aims and Principles .....	3
2. Legislation and guidance .....	4
3. Action plan.....	5
4. Monitoring arrangements .....	7
5. Links with other policies .....	7
Appendix 1: Accessibility audit.....	8

## WPAT Core Principles



## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

WPAT and all the staff at its schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

*WPAT Core Principles are shown above.*

The plan will be made available online on the Trust and schools websites, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust has prepared this plan and supports its schools in the development and implementation of the plan.

We will also work with any agency to achieve the aims of the plan if it helps us adhere to our Core Principles.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

This Plan is informed by our Accessibility Audit and guided by WPAT Compliance Monitoring procedures.

### 3. Accessibility Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aims</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>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Aim 1.</p> <p>Increased access to the curriculum for pupils with a disability</p> <p>1:1. Raise awareness across WPAT schools.</p> <p>1:2. QA Learning and Teaching</p> <p>1:3 School councils to have input for pupil, voice</p> <p>1:4 Quality assurance of provision.</p>	<p>School organise staff training on curriculum access, assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Our schools use an effective range of teaching pedagogy to ensure that the needs of all pupils are met.</p>	<p>To identify pupils who may need adapted or additional provision</p> <p>To comply with the Equality Act 2010</p> <p>To ensure collaboration and information sharing between school and families.</p> <p>To ensure collaboration between all key personnel and school council.</p> <p>To create personalised risk assessments and access plans for individual children.</p> <p>Liaise with external agencies, identifying training needs and</p>	<p>SENCo</p> <p>All staff</p> <p>SC/JH</p> <p>JH</p> <p>JH/BG</p>	<p>Jan 2019</p> <p>Jan 2019</p> <p>Jan 2019</p> <p>Jan 2019</p> <p>Jan 2019</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>Wider use of SEN resources in classrooms</p> <p>All pupils in school able to access all educational visits and take part in a range of activities</p> <p>All policies clearly reflect inclusive practice and procedure</p> <p>Clear Collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made</p>

		implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.			
<p><b>Aim 2.</b></p> <p><b>Improve and maintain access to the physical learning environment</b></p> <p>2:1 School councils and parent groups to have input for pupil / parent voice</p> <p>2:2. Audit / Inspection of the physical learning environment.</p> <p>2:3 Plan and QA actions for improvement</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>Our audit shows that:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul> <p>Library shelves, classroom desks, internal doors, cloakroom areas at wheelchair-accessible height</p> <p>The environment provides appropriate access to the public and the car park through an intercom system which is height appropriate for disabled visitors.</p> <p>Our Audit shows that:</p> <ul style="list-style-type: none"> <li>• Front disabled parking bays are at an acceptable distance from the main school office</li> </ul>	<p>The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings</p> <p>To renew yellow strip mark step edges Regularly replace broken blinds in classrooms and</p>	<p>All staff</p> <p>CG</p>	<p>July 2019</p> <p>April 2019</p>	<p>IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met. Parents have full access to all school activities including after school clubs and PTA events. Access issues do not influence recruitment and retention issues</p> <p>Disabled parents/carers/ visitors feel welcome</p> <p>Visually impaired people feel safe in school grounds and in school buildings</p> <p>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</p> <p>All disabled pupils and staff working alongside are safe in the event of a fire</p>

	<ul style="list-style-type: none"> <li>Fire risk assessment to continue to be reviewed each term and evacuation procedures practiced every term</li> </ul>	<p>other spaces</p> <p>To create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>	JH/LD	Every term	
<p>Aim 3.</p> <p>Improve the delivery of information to pupils with a disability</p> <p>3:1 Staff induction and training.</p> <p>3:2 Working in partnership.</p> <p>3:3 Quality assurance of the delivery of information</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Braille</li> <li>Induction loops</li> <li>Pictorial or symbolic representations</li> <li>Specialist devices.</li> <li>We provide information and letters in clear print in "simple" English.</li> </ul>	<p>To create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing</p> <p>To adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible</p>	<p>JH/BG</p> <p>JH/BG</p>	<p>December 2018</p> <p>Every term</p>	<p>All parents receive information in a form that they can access</p> <p>All parents can understand what the school information is about</p> <p>Excellent communication between pupils, parents and school.</p> <p>On-going appropriate use of resources</p> <p>Pupils and/or parents feel supported and included</p>

	<p>School office support and help parents to access information and complete school forms.</p> <ul style="list-style-type: none"> <li>• Guidance is given to staff on dyslexia and accessible information</li> <li>• Access to translators, sign language interpreters are offered if possible</li> </ul>				<p>Evidence that appropriate considerations and reasonable adjustments have been made</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.</p>
--	---	--	--	--	---

#### 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the board of trustees / Audit / Standards committee and the headteacher of each school.

#### 5. Links with other policies and Procedures

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- WPAT Compliance Monitoring.



This Audit Document informs our [Accessibility Plan](#) and is guided by [WPAT Compliance Monitoring](#)

**Appendix 1: Accessibility audit WPAT - Evelyn Street Primary School Date of Audit: 30.10.18**

<b>Feature</b>	<b>Description of Situation now</b>	<b>Actions to be taken to Improve accessibility</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of floors 2	Ground floor classroom floors need replacing.		JH	Sept 2019
Corridor access all areas?	Yes	None	JH/EL	
Lifts and hoists compliance	N/A	N/A	N/A	N/A
Parking bays access and clear markings for designation.	Yes	None	JH	
Entrances	Clear and appropriate width	None	JH/CG	-
Ramps	Clear, accessible and safe	None	CG	-
Toilets gender and disability	Boys and girls toilets, clear	None	JH	-

	access to disabled toilet			
Reception area access and information	Clear, accessible and safe	None	EL	-
Internal signage – compulsory display	Clear, accessible and safe		EL/CG	December 2018
Emergency escape routes and Safe areas.	Clear, accessible and safe	Fire risk assessment recommendations completed Fire risk assessment takes place Jan 2019	EL/JH	Jan 2019
Staircase access	Clear	None	EL/CG	-
Evac chairs in place?	None	Address when needed	JH/BG	-
Emergency Lighting	Functioning	Continue with monthly checks	EL/CG	Ongoing
Evacuation Procedures in place and staff aware.	Yes displayed on notice boards in each key stage and on Trello	None	JH	-
Fire doors. Fire risk assessment. Alarm test schedules - see Compliance list	All up to date and comply with government standards	Continue to complete monthly checks	EL/CG	Ongoing

Classroom access and equipment available for all abilities?	Yes	None	JH	-
Playground and play / gymnasium equipment.	Operative and safe	Continue with Crown to inspect equipment each year	EL/CG/JH	Once a year
Risk assessment procedures and records	All up to date	Continue to update in line with standard operating procedures and national recommendations	JH/LD	Ongoing
Media and resources for visual and hearing impaired in place?	None	Address when needed	JH	-
First aid provision	Yes	Continue to renew staff first aid training	EL/JH	Ongoing
Mobile buildings.	N/A	N/A	N/A	-