St. Anne’s CE Primary School

Accessibility Plan

2017-2019

Reviewed: January 2019

Miss E. Taylor
In recognition of its Christian foundation, the Governors and Staff of St. Anne’s Church of England Primary School wish that this policy be read in light of the Christian values below, in recognition of its commitment to human flourishing at all levels and for all ages.

‘Minds to learn, hearts to care’

Learning is at the heart of what we do here; we offer a rich, stimulating environment to develop the whole child, fulfilling academic potential whilst building moral character. We encourage creative, unique, open-minded, independent individuals, respectful of themselves and of others.

Inspired by Christian faith and practice, our school provides a caring pastoral base, in which each child feels loved, valued and accepted. Through nurturing them on their educational journey, our pupils will be confident in their ability to meet the opportunities and challenges of a changing world, taking happy memories of St. Anne’s with them into their future life.
1. Vision and Values

2. Aims and Objectives

3. Current Good practice
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4. Access Audit

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1. Vision and Values

Values

As a Church school with faith at its core, the following Christian values are the building blocks on which it is founded, setting the guidance for learning and ethos.

trust, courage, friendship, endurance, wisdom,

thankfulness, forgiveness, service,

justice, peace

These distinctively Christian values, which are explicit in all that we do, are reflected in our aims to:

- create and maintain a safe, caring, supportive and stimulating school family, which is fully inclusive and non-discriminatory and where each child is able to enjoy their childhood.

- encourage pupils to develop an awareness of moral values and an empathetic and positive attitude towards all members of the school and the wider community.

- encourage high aspirations and self-worth by motivating, nurturing and valuing every individual, to prepare pupils for life’s opportunities and challenges.

- celebrate everyone’s individuality and their strengths and efforts, no matter how small.

- provide a broad, balanced and relevant curriculum which: ensures continuity and progression; is accessible to all pupils and appropriate to their individual needs; in accordance with the demands of the National Curriculum and with the emphasis on English and Maths.

- offer wide-ranging, high quality experiences that stimulate children’s minds and help them to be the best they can be.

- be aware of the range of abilities and experiences of all pupils and meet their individual needs, including any special educational needs, disabilities, English as an additional language and special gifts and talents.

- assess, record and track the progress of all individual children and use the information to guide their future progress, involving pupils, teachers, parents in their further development and ensuring that each child is set demanding, but achievable objectives.

- provide opportunities for children to develop their communication, social and problem-solving skills, in order to develop independence and self-esteem.

- encourage pupils to be independent, by taking responsibility for their own learning.
• encourage respect for others, good manners and positive behaviour and be aware of the effect they have on other people.

• provide opportunities for children to develop their personal talents and interests within the wider school curriculum, by celebrating that there is something wonderful and unique in every person.

• through the lens of the Christian tradition, to promote pupils’ moral, social and cultural development, which includes the Government’s traditional British Values of democracy; the rule of law; individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

• provide an education which encourages our pupils to make wise decisions, appreciate the wonder of creation and look to the needs of others, wherever they may be.

• provide for children’s religious and spiritual development, including appropriate time and opportunity for high quality Collective Worship and Religious Education.

• ensure that all staff receives the support and training necessary to attain their full potential and to meet the development needs of the school.

• place our school at the heart of the community, sharing, supporting and learning together with everyone as equals.

• value the opportunities we have to contribute to our community and the wider world.

• encourage the development of partnerships and professional links between our school and: parents; governors; the church; nurseries; secondary and other local schools; all support services and the wider community, to develop the whole child and prepare them for life.

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.

The Accessibility Plan is listed as a statutory document of the Department of Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher. At St Anne’s CE Primary School the Plan will be monitored by the Head Teacher and evaluated by the School Governors.

At St Anne’s CE Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We

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believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude
towards each other and the environment both locally and globally.

1. The St Anne’s CE Primary School Accessibility Plan has been developed and drawn up based upon
information supplied by the Local Authority and consultations with pupils, parents, staff and
governors. Other, outside agencies and specialists have also been consulted. The document will be
used to advise other school planning documents and policies and will be reported upon annually in
respect of progress and outcomes. The intention is to provide a projected plan for a three year period
ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school’s Equality Objectives and
will similarly be published on the school website. We understand that the Local Authority will monitor
the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility)
and will advise upon the compliance with that duty.

3. St Anne’s CE Primary School is committed to providing and environment that enables full curriculum
access that 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 taking positive
action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of
inclusion, support and awareness within school.

4. The St Anne’s CE Primary School Accessibility Plan shows how access it to be improved for disabled
pupils, staff and visitors to the school within a given timeframe and anticipating the need to make
reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan
contains relevant and timely actions to:

   a. 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
      ablebodied pupils; (if a school fails to do this they are in breach of their duties under the
      Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these
      pupils in accessing the curriculum within a reasonable timeframe;

   b. Improve and maintain 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 within a reasonable timeframe; c. Improve the delivery
      of written information to pupils, staff, parents and visitors with disabilities; examples might
      include hands outs, timetables, textbooks and information about the school and school
      events; the information should be made available in various preferred formats within a
      reasonable timeframe.

5. The St Anne’s CE Primary School Accessibility Plan relates to the key aspects of the physical
environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors
on equality issues with reference to the Equality Act 2010.

7. This Accessibility Plan should be read in conjunction with the following school policies, strategies
and documents:

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a. Asset Management Plan  
b. Behaviour Management Policy  
c. Curriculum Policy  
d. Critical Incident Support Plan  
e. Equal Opportunities Policy  
f. Health and Safety Policy  
g. Equality Action Plan  
h. School Improvement Plan  
i. Special Educational Needs Policy

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the School prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored by the Head teacher and School Governors.

12. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.


2. Aims and Objectives

Our Aims are:
- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of written information to pupils

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey or parents’ views, or in conjunction with our termly Parents’ Evenings. Parents of pupils with a health condition or disability are invited to attend an additional termly meeting to discuss provision.

Physical environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with
medical needs. There are very few parts of the school to which disabled pupils have limited or no access at this time.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils for example: bullying, peer relationships, policies on the administration of medicines, the prevention of personal care, the presence or lack of role models or images of disabled people, in effect, all the school’s policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit Date

tbc autumn term 2017

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and the Diocese to overcome any difficulties that may arise

Date of Implementation: October 201 Date of Review: October 2018

Signed SENCO: E Taylor
Signed Head Teacher: L Sixsmith
Signed SEND Governor: L Kidd