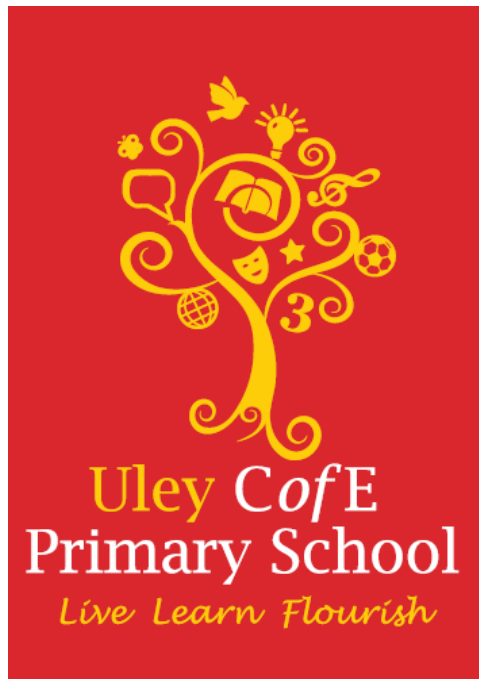


ULEY C OF E PRIMARY SCHOOL



ACCESSIBILITY PLAN 2022 – 2024




They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

ULEY C OF E PRIMARY SCHOOL







ACCESSIBILITY PLAN

Our School Vision

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

Our School Mission

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

THE PURPOSE OF THIS POLICY

This plan shows how Uley C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

INTRODUCTION

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.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils’ everyday lives.

The Accessibility Plan is listed as a statutory document of the Department for 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. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan will be published on the school website.

The Accessibility Plan for physical accessibility relates to the Access Audit (See Appendix 1) 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 this 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.

Uley C.E. Primary School is committed to providing an 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 the school. Everybody has a right to live, learn and flourish.

AIMS

Our Aims are:

- **Improve and maintain access to the physical environment** this includes improvements to the physical environment of the school and physical aids to access education
- **Increase access to the curriculum for pupils with a disability**, this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits
- **Improve the delivery of written information to pupils**, this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats.

Uley School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- ♦ having high expectations of all pupils;
- ♦ finding ways in which all pupils can take part in the full curriculum including sport, music and drama;
- ♦ planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate;
- ♦ setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly;
- ♦ devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities;
- ♦ planning the physical environment of the school to cater for the needs of pupils with disabilities;
- ♦ raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training;
- ♦ by using language which does not offend in all its literature and make staff and pupils aware of the importance of language;
- ♦ by examining our written resources to ensure that there are examples of positive images of disabled people.

Our objectives are detailed in the Action Plan below

Physical Environment

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of pupils, staff, governors, parents/careers and visitors	To create access plans for individuals when required	As required	HT/Sendco	Plans in place for all
Layout of school to allow access for all pupils to all areas	Consider the needs of pupils, parents/careers or visitors when considering any re-design	As required	HT Govs LA	School areas are usable by all
Ensure all disabled pupils can evacuate safely in school and during before and after school clubs	PEEP in place for pupils as required	As required	HT/Sendco	All pupils are safe
To ensure that the medical needs of all pupils are fully met within the capability of the school and during before and after school club	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed	As required	HT/first aiders	All pupils have access to education at Uley
To consider disabled parking for school events	To speak to neighbours to consider parking close to the school for adults with physical/medical needs	When school events happen	HT Staff Govs	To ensure inclusion for all

Curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Target	Strategies	Time-scale	Responsibility	Success Criteria
To ensure full access to the curriculum for all pupils	Differentiated curriculum with alternatives planned The implementation of P scales Staff trained for specific needs Outside agencies used for support	On-going and as required	Sendco Class teacher	Strategies evident in classroom practice Increased pupil participation
All educational visits to accessible for all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness The right support is put in place to ensure pupils can access the visit	As required	Sendco Class teacher OVC	All pupils in school are able to access all educational visits
To review attainment and progress of all SEN pupils	Sendco/Class teacher meetings Scrutiny of assessment data Meetings with parents	Termly	Class teachers Sendco	Progress made towards targets
To monitor attainment of the more able	Teaching and Learning policy and Curriculum policy to be produced Appropriate provision for children's needs Meetings with parents	On going	HT Sendco Class teacher	Children are well tracked and making good progress Next steps are identified

Information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letter in clear print School office will support and help parents to access information and complete school forms Ensure website and all documents are accessible via the school website	On going	All	All parents receive information in a form they can access
Improve delivery of information in writing an appropriate format	Provide suitable information such as enlarged for pupils/parents with visual impairment	As required	School office	Everyone has information required
To review children's records to ensure school's awareness of disabilities	Information is collated, analysed and share as appropriate	On going	HT School office Class teachers	Whole school is aware of children/adults with disabilities so provision can be made

APPENDIX 1

ACCESS AUDIT TO BUILDINGS AND CLASSROOMS

BUILDINGS	FEATURES
Main Building	<p>All classrooms have flat entrances and exits.</p> <p>Class 1 has outside steps which lead to the lobby entrance.</p> <p>Wheelchair access for Class 1 is through the main entrance which is ramped.</p> <p>There is the provision of a disabled toilet in the school.</p> <p>There is a ramp which leads into the main entrance allowing easy access for wheelchairs.</p> <p>The hall fire exit has a ramp.</p> <p>There are no steps in the school building apart from a step into the library.</p> <p>Access to the small school kitchen is not suitable for wheelchair bound pupils.</p>
Playground	Available for all pupils. Access is available without the need to use steps.
Field Area	Available to all pupils.

EVACUATION PROCEDURES

The school's Fire and Safety Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Personal Emergency Evacuation Plan for the pupil.

Policy updated:

July 16, Mar 18, Nov 20, Jan 22