



# **Accessibility Plan**

DATE: Autumn 2022

REVIEW: Autumn 2025

*Learning to live life in all its fullness*

# Accessibility Plan

## Aims

Under the Equality Act 2010, all schools are required to have an accessibility plan. The purpose of the plan is to:

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

Integral to its Christian ethos, our school aims to treat all its pupils fairly and with respect and compassion so that they can flourish. This involves providing access and opportunities for all pupils without discrimination of any kind. These are fundamental to our core **vision and values**:

***Inspired by Jesus' promise of life in all its fullness, Roundhay St John's Church of England Primary School aims to provide education of the highest quality within a Christian context.***

***Christian values guide our decision making and permeate every area of school life.***

***This is an inclusive school that respects the beliefs of all. We aim to create opportunities to explore the meaning of Christian faith as a gift to be experienced and enjoyed.***

***Through this we aspire to enable every child to flourish and each person to feel valued***

## 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 they have a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on their 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.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

The **purpose and direction** of the plan is to set out the commitment of the school to the principles of inclusive education in reducing and eliminating barriers to access to the curriculum and to ensuring full participation in the school community for pupils, and prospective pupils, with a disability.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school makes use of available partnerships to develop and implement the plan. These include Leeds City Council services such as: Health, Safety & Wellbeing service, the various agencies and departments involved in SEND, local NHS health providers and other specialist advisers.

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

### **Plan to achieve our aims**

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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

In order to meet our duties we will ensure that we:

**Increase access to the curriculum for learners with a disability:** As set out in the national curriculum we will ensure:

- High expectations are set for all children
- Lessons will be planned to take account of children with differing needs including those whose attainment is significantly above national expectations as well as those who are below.
- Barriers to achievement will be identified and addressed.

### **Improve access to the physical environment of the school to respond to diverse learning needs**

- The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### **Improve the delivery and provision of information**

- The school will make itself aware of information provided by the local authority services and other specialist groups for providing information in alternative formats. Continue to improve staff knowledge and skills in the use of and preparation of necessary information or resources needed for individual pupils.

### **Financial planning and control**

The senior leadership team, together with the Resources Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time the School Accessibility Plan will be integrated into the School Development Plan.

### **Monitoring arrangements**

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the resources committee.

### **Linked Policies**

This plan will contribute to the review and revision of related school policies, eg.

- School Development Plan
- Healthy and Safety Policy
- Staff training and development plan
- SEND policy
- Equal Opportunities policy
- Curriculum policies
- Supporting Pupils with Medical Conditions

**Action Plan**

See attached (Appendix 1)

Headteacher .....

Date .....

Chair of Governors .....

Date .....

## APPENDIX 1

### Roundhay St John's CE Primary School

#### Accessibility Plan

2021 – 2024

CURRENT GOOD PRACTICE	CURRENT ACTIONS	Who is responsible	Costs / Resources	Timescale	Evaluation
<b>Increase access to the curriculum for learners with a disability</b>					
<b>We offer:</b> A differentiated curriculum; Resources tailored to the needs of children who require support to access the curriculum  Curriculum progress tracked for all pupils including those with a disability  Curriculum is reviewed to ensure it meets the needs of pupils  Ongoing staff CPD linked to key needs within school	Audit and improve the literary resources in school which include people with disabilities	Subject Leaders	Individual curriculum budgets	Spring 23 onwards	
	Improve staff knowledge and understanding of neuro diverse learners	SENDCO	Staff AET Autism Tier 2 training £1500	Autumn 21	
	Improve knowledge and understanding of strategies to support children with hearing loss	SENDCO	Free (DAHIT)	Spring 22	
	Improve staff knowledge on sensory motor difficulties (BUSS training) to support children with sensory motor needs	SENDCO	Free (Adoption one)	Spring / summer 22	
<b>Improve access to the physical environment of the school</b>					
<b>We offer:</b> A one floor accessible building with flat access from pavement to school building. A building with no interior steps Disable parking bays Disables toilet and changing facilities	Maintain safe access around the exterior of school Put in place a rolling program of periodic external maintenance work to include: Hedge cutting, tree pruning,	Business Manager	Contractor quotes	Spring 23	
	Ensure that all door framing and skirting board are decorated in contrasting colours.	Business Manager	No additional costs to decorating program	5 year rolling program	
	Seek to improve changing facilities for purposes on intimate care as the opportunity arises	Business Manager			
	Ongoing improvement to play equipment to include specialist equipment where appropriate	Learning Mentor / Head / SBM	TBC PTA donation		
<b>Improve the delivery and provision of information</b>					
<b>We offer:</b> Visual timetables Large print resources Braille (historically as required) Board Maker symbols (EYFS) PECS (Picture Exchange Communication System)	Consider availability of dual language availability of school information	SENDCO / Head			
	Investigate the possibility of hearing lops for visitors.	Business Manager	TBC		