

# Ormskirk C of E Primary School Accessibility Plan 2022 - 2025

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## **1. Statement of Intent**

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 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. At Ormskirk C of E Primary School the Plan will be monitored by the Head teacher, Senior Leadership team, SENDCO and SEN governor. The current Plan will be attached to this document.

At Ormskirk C of E 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 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 Ormskirk C of E Primary School Accessibility Plan has been developed and drawn up based upon current information about pupils, parents, staff and governors of the school. 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) Ormskirk C of 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.

4) The Ormskirk C of E Primary School Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- 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; (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 schools 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;
- 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

5) The Ormskirk C of E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum, medical need and 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:

- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Brochure
- School Improvement Plan
- Special Educational Needs Policy
- Local Offer
- SEND information report

8) The Accessibility Plan for physical accessibility relates to the access 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 on-going 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 through the Governor Buildings and Finance Committee and School Effectiveness Committee.

12) The school will work in partnership with the Local Authority and external agencies/professionals in developing and implementing this Accessibility Plan.

## **2.Aims and Objectives**

Our Aims are:

- To increase access to the curriculum for all pupils and pupils with a disability
- To Improve and maintain access to the physical environment
- To improve the delivery of written information to pupils, e.g. Braille or on yellow non-shine paper for SPLD.
- To fully meet the medical needs of children in our care

*Our objectives are detailed in the Action Plan below (see section 6)*

## **3.Current good practice**

We aim to ask about any SEND, additional or medical needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information regularly and have a weekly drop in to meet with the Head Teacher and an appointment system for parents to meet teachers at the end of the day where parents can share views or concerns; we also have parents' evenings twice a year. We also have communication by email.

## **Physical Environment**

ALL pupils have the opportunity to 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. All children can access the parts of the school that they need to with little or no adult assistance. Toilet and personal changing facilities for children with physical needs are available in both infant and junior corridors. Various changes and additions are made on an individual level depending on outcomes of environmental audits and external professional advice e.g. physiotherapist, occupational therapist, VI and HI specialist teachers.

## **Curriculum**

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are very aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. This is often in close liaison with external professionals. Other issues affecting the participation of pupils, for example medical need, are addressed through the relevant policies; administration of medicines, the provision of intimate care etc.



## **Information**

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

## **4. Access Audit**

The school has various levels throughout. The Nursery and EYFS/Key Stage One corridors are linked with 2 sets of 6 steps which have fold up wheelchair accessible lifts. The building has wide corridors and several access points from outside. All main entrances are accessible to wheelchair users. The KS1 classroom exits have a stepped area outside and a ramp will need to be considered. Environmental audits are carried out for individual children and provision is updated and personalised as required.

Internal doors are wheelchair accessible and an accessible toilet and changing area are in both Key Stage One and Key Stage Two. These are fitted with handrails and a pull emergency cord.

Both entrances to school have accessible parking bays for parents and children. Individual arrangements are made for every family depending on which entrance they require. Escape routes are clearly marked around school.

## 5. Management, coordination and implementation

- We work closely with a wide range of external professionals with specific expertise in relation to the various needs of the children in our care. We regularly consult with them regarding children's individual and often changing needs. The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

## 6. Ormskirk C of E Primary School Action Plan 2022-2025

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Curriculum /General</b>	Ensuring all people with a disability are enabled to be involved.	To have environmental audits carried out annually.  To ensure that advice is sought from relevant professionals who can advise on resources/modifications to the learning environment and tools. Needs based.	Pupil needs are supported.  Achievements raised/enhanced.  Value added.  Ongoing reflection and evaluation of the current provision and individual needs and any modifications and needs to be highlighted with the	With immediate effect, to be constantly reviewed.	

		<p>Consideration to be given at admission about parents/carers' access needs.</p> <p>Enabling needs to be met where possible.</p>	<p>individual SEND support plans.</p>		
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<b>Curriculum Access</b>	<p>To develop the use of technology to enhance pedagogy to ensure the best educational outcomes for all children especially those who have additional needs.</p>	<p>To audit current use of technology in pedagogical practice.</p> <p>Use this to feed into CPD planning and source appropriate CPD if needed</p> <p>Purchase one talking pen for use in Y5 as an initial pilot prior to scaling up across school.</p>	<p>Improved outcomes for all children</p> <p>Educational needs met</p> <p>Improved standard of teaching and learning across school.</p>	<p>Begin work in September 2022</p>	
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<p><b>Curriculum Access</b></p>	<p>Further develop teacher/teaching assistants understanding of high-quality teaching</p>	<p>By using the train the trainer model, deliver staff training on high quality teaching strategies for each of the five areas of need.</p> <p>Gain support from specialist teacher regarding supporting children with SpLD needs in the mainstream classroom.</p>	<p>Pupil needs are suitably/adequately met. Teaching staff feel supported, too.</p>	<p>Ongoing</p>	
<p><b>Curriculum Access</b></p>	<p>To ensure that children with social, emotional and mental health needs are fully supported and appropriate provision planned to enable access to the curriculum.</p>	<p>Training to be taken by staff involved with specific children. Whole staff training provided by Zena Martin on supporting children with social emotional and mental health needs.</p>	<p>Staff awareness and knowledge increased in strategies and approaches to support. Staff confidence.</p>	<p>July 2022</p> <ul style="list-style-type: none"> <li>• Specific staff provided with training</li> </ul> <p>September 2022</p> <ul style="list-style-type: none"> <li>• Specialist Teacher input for staff working with specific children.</li> </ul> <p>October 2022</p> <ul style="list-style-type: none"> <li>• Whole school inset on supporting children with social, emotional and</li> </ul>	

				mental health needs.	
<b>Information</b>	To ensure that all records regarding individual needs are maintained and shared appropriately during the year with those adults who need to know. To ensure this information is passed on effectively at transition times.	Information Collected about new children. Records passed up to each class teacher. SEND support plan meetings. Medical forms updated as needed for all children. Personal health	All staff are fully aware of all children they may have contact with.	Ongoing	

		plans/IMP.			
<b>Physical Access</b>	To work with specialist teachers to ensure appropriate access to swimming pool is maintained children with physical and sensory needs.	To hold discussions with parents/professional . To plan ahead for children as the need arises.	For all children to have access to the swimming pool sessions from Nursery to Year 5	To be constantly reviewed based on the changing needs of a cohort.	

<b>Medical Need</b>	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent discussions, liaise with external agencies, identifying training needs and establish individual plans where needed.	For medical needs to be fully met.	To be constantly reviewed.	
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ORMSKIRK C OF E PRIMARY SCHOOL



# Accessibility Plan

2022-2025