



Learning for life, aiming for excellence: Ready to take our place in God's world.

Accessibility Plan 2017-2019

St Jude's CofE Primary School

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
- (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 at least 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 St Jude's CofE Primary, the Plan will be implemented by the Caretaker, monitored by the Headteacher and evaluated by the Resources & Safe Schools Committee. At St Jude's we are committed to working together to provide an inspirational and exciting learning environment, permeated by our school values. 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.

The St Jude's Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, staff and governors of the school. This document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

Love Honesty Forgiveness Hope



Learning for life, aiming for excellence: Ready to take our place in God's world.

St Jude's 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. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. Our Accessibility Plan shows how access is 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:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 timeframe.

The St Jude's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. 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.



Learning for life, aiming for excellence: Ready to take our place in God's world.

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

- Positive Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Equality Policy and Objectives

The Accessibility Plan for physical accessibility relates to the Access Audit of the School.. 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 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.

Aims

Our Aims are:

- Ensure our environment is safe, welcoming and accessible for all
- Increase access to the curriculum for pupils with disabilities
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Love

Honesty

Forgiveness

Hope



Learning for life, aiming for excellence: Ready to take our place in God's world.

 St Jude's CofE Primary School <u>Action Plan for Accessibility</u>					
Recommended by	Objective	Actions	Responsibilities	Time frame	Impact
Senior Leadership	To continue to liaise with nursery providers in advance of school places being issued, to see who may be joining our school- annually and what additions they may need (include contact with families).	<ul style="list-style-type: none"> Identify pupils who we may need to provide additional support/resources for in advance of their joining. Make contact through home and school/ provider visits for individuals. 	HT SENCo EYFS team	Summer Term annually	Procedures, resources and support in place to meet all needs. Communication with families' already in place and working effectively.
Senior Leadership	To develop staff training in the writing and target setting of IEPs	<ul style="list-style-type: none"> Share write current IEP with SENCo. Monitor the induction process to include session for IEP writing Identify next steps in IEP writing and SENCo to provide training. 	SENCo Teachers	Autumn Term annually	High quality IEPs written, with SMART targets. Shared with parents and families and targets acted upon where additional support is in place.

Love Honesty Forgiveness Hope



Learning for life, aiming for excellence: Ready to take our place in God's world.

Senior Leadership	Staff training in supporting pupils with SEND, focusing on the key areas of need within the school: ASD, SALT, Social Emotional & Mental Health	<ul style="list-style-type: none"> • Ensure staff up –to-date with all additional needs in school • Plan ahead & book training for Inset Days & twilight sessions. 	SENCO Teachers	Annually in Summer 2 for next academic year	Staff CPD for SEND is up-to-date Staff feel positively informed and supported in teaching children with SEND
Portsmouth City Council / Portsmouth Local Authority	Many of the external exits have steps to courtyard/playground. If these cannot be made flush with ground then handrails need adding so they comply with Document M (2015) Building Regs.	<ul style="list-style-type: none"> • Identify external steps that cannot be made flush with ground • Install handrails (warm to touch/powder coated). 	Caretaker Bursar	Spring 2018	Clearer differentiation of steps and ground for visually impaired children. Less trip hazards in school.
Portsmouth City Council / Portsmouth Local Authority	Nosing of external steps needs to be painted in contract colours on all steps.	<ul style="list-style-type: none"> • Organise time when school closed to repaint noses. 	Caretaker	Twice yearly	Clearer identification of edging to steps.
Portsmouth City Council / Portsmouth Local Authority	The handrails on the ramps in playground are not in accordance with Doc M of Building Regulations in that there is not a handrail on wall side of the building.	<ul style="list-style-type: none"> • Modify the ramp to include additional handrail on building side of the wall. 	Caretaker Bursar	Spring 2018	Reduced risk fall for those who use handrail.



Learning for life, aiming for excellence: Ready to take our place in God's world.

Portsmouth City Council / Portsmouth Local Authority	The force on the reception lobby doors and hall-doors is too heavy- set in excess of 50 Newtons- this needs to be adjusted to 30 Newtons to make opening easier.	<ul style="list-style-type: none"> Reset the door closers for manually operated doors to 30 Newtons. 	Caretaker	Spring 2018	Easier opening, less dependence on office staff to open or support in opening doors.
Portsmouth City Council / Portsmouth Local Authority	The light-switch for the disabled toilet off of the hall is outside the toilet and should be relocated to inside the toilet.	<ul style="list-style-type: none"> Relocate the light switch to inside the toilet. Ensure between 730mm-1000mm a.f.f.l 	Caretaker to contract	Autumn 2018	Self-propelling wheel chair users can access independently.
Portsmouth City Council / Portsmouth Local Authority	The locking mechanism on Accessible Toilet 1 is unable to be opened with a clenched fist and needs replacing.	<ul style="list-style-type: none"> Lock to be replaced to a lever handle lock that can be lifted with clenched fist if needed. 	Caretaker	Spring 2018	Disabled user can access independently with ease.
Portsmouth City Council / Portsmouth Local Authority	The disabled toilet in hall needs to be clear of items so is fully accessible. Not all areas of the toilet are clear so a self-propelled wheel chair user may struggle	<ul style="list-style-type: none"> Staff need to look at the clutter in the toilet and rehouse this appropriately. Monitoring of this space needs to take place. Ensure that a wheelchair can move appropriately both self-propelled and supported. 	Lunchtime Leader All Staff	Continued Monitoring	Self-propelling wheel chair users can access independently. And those with other disabilities can access independently and there is a reduced risk of being unable to move fully.



Learning for life, aiming for excellence: Ready to take our place in God's world.

Portsmouth City Council / Portsmouth Local Authority	The emergency pull chord is disabled toilet 2 is not yet fully compliant as the pull chord is on the wrong side.	<ul style="list-style-type: none"> • Cost movement of the emergency pull chord. • Move chord to appropriate side in toilet 2. 	Caretaker	Summer 2018	Disabled users would know exactly where to find the emergency pull chord and access this easily in event of emergency
Portsmouth City Council / Portsmouth Local Authority	The door on disabled toilet 2 is hung so it opens inwards which is not meeting standards of a 750mm gap between door and the pan.	<ul style="list-style-type: none"> • Rehang door so it opens outward to ensure full compliancy 	Caretaker	Spring 2018	Self-propelling wheel chair users can access independently. And those with other disabilities can access independently and there is a reduced risk of being unable to move fully.
Portsmouth City Council / Portsmouth Local Authority	Hearing loop should be considered for main hall and meeting room and any classrooms housing deaf children.	<ul style="list-style-type: none"> • Cost this with Bursar and look into time scales for fitting full working loop in community spaces. • Ensure these have appropriate signage including front desk loop. • Ensure they are checked by a hearing-aid wearer. • Bursar/Senior Leadership to train relevant team members in using hearing loop. 	Bursar	Autumn 2018	Full compliance and better systems in place for deaf visitors and children. Staff are able to use equipment fully and therefore induct new staff.



Learning for life, aiming for excellence: Ready to take our place in God's world.

Portsmouth City Council / Portsmouth Local Authority	Lighting in the playground could be considered dangerous, particularly in winter time the lighting around the ramps is non-existent and good exterior lights should be put in place.	<ul style="list-style-type: none"> • Map out external areas in darkness. • Cost out security lighting for these areas. • Review with RSS Committee • Organise fitting 	Bursar Caretaker	Autumn 2018	Improved visibility in the playground and dark areas. Greater security for those in playground or using areas at night/ times of darkness.
Portsmouth City Council / Portsmouth Local Authority	Play trail to be replaced with equipment suitable for all ages and including those with physical disabilities.	<ul style="list-style-type: none"> • Senior Leadership to consider user-friendliness of proposed new play equipment with a disability-friendly focus in mind. • Cost out and allocate Sports Premium to replace 	SLT Caretaker Bursar PE Leaders	Summer 2018	Better equipment. Appropriate safety measures in place. Increased enjoyment for all pupils and better engagement and participation of disabled children. Increased ability to play with peers.
Senior Leadership PE Leaders	Ensure all pupils are exposed to what life is like with a disability- through teaching in SMSC and Diversity/British Values. <i>*Linked to Equality Objectives</i>	<ul style="list-style-type: none"> • Investigate local facilities and opportunities (e.g. wheel class wheel chair sports). Share in local fundraising and awareness sessions, continuing with Footprints DS support). 	PE Leaders Teaching Staff	From Autumn 2017	Greater understanding of support available and difference between pupils. Opportunities to celebrate differences. Continuous involvement with agencies and charities that support our families. Full emersion of all pupils in the life of our disabled pupils and sharing in their differences.



Learning for life, aiming for excellence: Ready to take our place in God's world.

					Improved understanding and empathy for and between pupils.
--	--	--	--	--	--

Love

Honesty

Forgiveness

Hope