



## Accessibility Policy and Plan 2015

*Shottery CE Primary School is a fully inclusive school, which aims to ensure that all pupils are able to be included in all aspects of school life and achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. Teachers plan their lessons to ensure they meet the needs of all children within their class and take all reasonable steps to modify/adapt the learning environment to meet the individual needs of children. All pupils are tracked to ensure they make maximum progress as individuals.*

*The school is housed within a listed building and therefore some modifications may not be possible. Facilities to support pupils with reduced mobility include ramps to the Key stage 2 building and a disabled toilet, also in the key stage 2 building.*

*Within the site various measures have already been taken to support pupils, for example electronic whiteboards and iPads within classrooms, the installation of a sensory and spiritual garden, playground posts or poles which may cause difficulty for children who experience difficulties with their site are protected with padded coverings whilst safety signs for example those detailing fire procedures are displayed with pictorial instructions.*

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 Shottery St. Andrew's Primary School the Plan will be monitored by the headteacher and evaluated by the Performance and Standards Committee.

Schools and LAs must: *not treat disabled pupils less favourably; and must take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. LAs and school governors have the duty to publish Accessibility Strategies and Plans. This policy covers the three main strands of the planning duty:*

- *\_ Improving the physical environment*
- *\_ Participation in the school curriculum*
- *\_ Information to pupils with disabilities*

#### **Improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and**

There is a duty to improve the physical environment in order to better meet the needs of disabled pupils and to provide physical aids to support access to education. As a fully enclosed site, Shottery Primary provides a safe and secure environment in which pupils can maximise their independence. The new Key Stage 2 building which is accessed by a ramp provides improved facilities including a disabled toilet and a small group room. Both classrooms have interactive whiteboards and children have access to iPads and other technologies which can support learning.

#### **Increasing the extent to which disabled pupils can participate in the curriculum;**

There is a duty to ensure that full access to a broad and balanced curriculum is provided through teaching and learning strategies, school and classroom organisation, deployment and training of staff and timetabling. Shottery Primary School is organised to provide access to a broad, balanced and relevant curriculum to all its pupils. This is achieved through careful deployment of staff, staff training and access to necessary intervention sessions for pupils requiring additional support. The school also ensures that sites chosen for educational trips and residential visits can accommodate the needs of the whole group and that adult to pupil ratios ensure that safe practice is a priority.

#### **Improving the availability of accessible information to those with disabilities.**

Every effort is made through the use of written, verbal and where necessary pictorial communication to ensure that all pupils understand what is required of them and can understand the curriculum as it is presented. Where pupils have particular need specialist materials may also be used, for example picture timetables and IT equipment which will read the written text for the pupil. Where parents have additional needs, for example regarding access to the building or to support home/school communication they are invited to inform us of these on the annual data collection sheet.

**Monitoring**

The school recognises that monitoring is essential to ensure that no pupils are being disadvantaged. As part of its School Improvement processes information is collected and routinely analysed in relation to attainment and attendance and where applicable admissions and exclusions. The school also monitors information about selection and recruitment of staff.

The school is currently expected to move to a new building within 3 years, accordingly unless need arises there are no significant plans to improve the current site.

The following link provides further information.

<http://www.warwickshire.gov.uk/schoolsdisabilityequality>