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|  | Accessibility Plan |

**Policy Consultation & Review**

This policy is referred to in our school prospectus and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full by the Governing Body every three years. This policy was last reviewed and agreed by the Governing Body on January 2019. It is due for review on January 2022.

Signature Headteacher Date:

Signature Chair of Governors Date:

**Vision Statement**

The Equality Act of 2010 requires all schools to have an accessibility plan. The purpose of this plan is to ensure that as a school:

* we always aim to increase the extent to which disabled pupils can participate in the curriculum
* that we improve the physical environment of the school to enable disabled pupils to take better advantage of their education, benefits, facilities and services provided
* we improve the availability of accessible information to disabled pupils

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered disabilities, regardless of the effect.

**School Mission Statement**

**Our school mission statement is:**

"What I learn with pleasure I never forget"

Our vision is to be recognised as a happy, caring and compassionate school where everyone has the freedom and inspiration to be the best that they can be.

We are committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them.

We encourage children to take responsibility for their own learning and to be fully involved in their learning journey.

**Aims of the School**

At Reedham Primary School, through a positive community ethos we listen, engage and nurture a can-do attitude in order to prepare all learners for their future lives. We seek to equip them with academic and social skills based on their individual needs, enabling and enjoying learning within the context of a rapidly changing technological society.

We aim:

* To create a rich, stimulating and caring school environment in which every child feels happy, safe secure and confident.
* To provide high quality teaching and learning experiences to enable all children to achieve the highest possible standards in all areas of the curriculum.
* To provide a curriculum that is broad, balanced, relevant and differentiated to meet the needs of all children, including those with special needs.
* To encourage a love of learning and high expectations of standards of achievement and behaviour.
* To develop strong values of tolerance, self-respect, respect of others, responsibility and politeness in all our children.
* To praise, encourage and celebrate success.
* To foster good relationships between the home and school, welcoming parents into the school and encourage them to work in partnership and harmony with the staff.
* To ‘bring out the best’ in every child so they can **all** be the best they can be.  Together, we endeavour to develop the following skills:
  + Independent Enquiry
  + Creative Thinking
  + Reflective Learning
  + Teamwork
  + Responsibility

By developing these five skills, we aim to promote motivation, resilience, and aspiration in all children, enabling them to effectively participate and engage with learning.

To ensure we meet our aims, we:

* Shall give high priority to well-being for all
* Place safeguarding at the forefront of all we do
* Regularly evaluate the effectiveness of teaching, learning and the personal progress of every child
* Have a coherent and relevant programme of professional development for all staff
* Ensure learning resources are up to date and financial resources are well managed
* Provide opportunities for children to explore British values and morals through both teaching and educational visits
* Provide opportunities for children to express their views through class and school council meetings
* Celebrate children’s achievements and attendance
* Through good communication with parents/carers, governors and the community, involve them in school life

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

* Asset Management Plan
* Behaviour Management Policy
* Curriculum Policy
* Critical Incident Support Plan
* Equal Opportunities Policy
* Health and Safety Policy
* Equality Plan
* School Prospectus
* School Improvement Plan
* Special Educational Needs Policy

The accessibility Plan for physical accessibility relates to the Access Audit 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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all the governors’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The accessibility Plan will be published on the school website.

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 may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Relevant training for staff will be offered in staff meetings and reference made to the Equality Act.

**Section 2: Aims and Objectives**

Our aims are to:

* Increase access to the curriculum for pupils with a disability
* Improve and maintain access to the physical environment
* Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

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| Aim | Current good practice  Include established practice and practice under development | Objectives  State short, medium and long term objectives | Actions to be taken | Person responsible | Date to complete actions by |
| Increase access to the curriculum for pupils with a disability | Children with disabilities (visual impairment) have been very well supported to access all areas of the curriculum. This is achieved with support from outside agencies and through equipment. There is currently one child with a disability on roll. |  |  | Chris Edwards | To be reviewed each term and global review each academic year |
| Improve and maintain access to the physical environment | The school playground is currently a patch work of concrete and tarmac that has been re-laid over a number of years. The caretaker ensures that grass growing between these cracks is kept clear. | A longer term objective would be to re-surface the playground to ensure a smoother and safer finish for pupils and parents to walk across. | CE to look into costs of resurfacing and plan out a timeline of when this could be achieved bearing in mind the limited capital budget the school receives each year. | Chris Edwards | Spring 2019 |
| Improve the delivery of written information to pupils | Different forms of communication are made available to enable all disabled pupils to express their views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. | Ensure that families with EAL can access school information. | If further pupils arrive at school with EAL, seek support from the MAAS and provide key school information in a range of languages.  Key texts to be translated using Mantralingua pen. Staff to attend training if necessary. | Chris Edwards | Whenever a pupil with EAL or a disability arrives at the school. |

**Section 3: Access Audit**

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| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
| Number of storeys | The school is a two storey building with some narrow corridors and several access points from outside. All classrooms and teaching areas are located on the ground floor and are accessible to all. |  |  |  |
| Corridor access | Otter’s class cloakroom/corridor is tight for space. | Ensure coats and bags are kept on pegs so access is maintained and fire exits are kept clear. | Chris Edwards | Ongoing reminders to all pupils and staff. |
| Lifts | There are no lifts in school. |  |  |  |
| Parking bays | Disabled access is via the main playground. There is no provision for disabled parking outside of the school. |  |  |  |
| Entrances | The main school entrance is wide and is accessible by wheelchair users. Likewise, all the ground floor can be accessed via a wheelchair. |  |  |  |
| Ramps | There is a ramp leading from Heron’s main classroom to the break out room at the back. | Consider how this ramp is fixed so as to avoid movement | Chris Edwards | Spring 2019 |
| Toilets | There is one specialised disabled toilet next to Otter’s classroom. This has a grab rail and a emergency pull cord. In the girls and boys new KS2 toilets each has a cubicle with handrails for pupils with limited mobility. |  |  |  |
| Reception area | The main reception area is accessible. | Consider extending the buzzer access sound so that it can be heard in a number of places throughout the school | Chris Edwards | Summer 2019 |
| Internal signage | The school has internal emergency signage |  |  |  |
| Emergency escape routes | Escape routes are clearly marked and children and staff with disabilities are supported through a Personal Evacuation Plan (PEEP). |  |  |  |