



ARCHBISHOP RUNCIE CHURCH OF ENGLAND (VA) FIRST SCHOOL



Accessibility Plan 2017-20

(To be read in conjunction with the SEN information report)

Introduction

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

Archbishop Runcie Church of England VA First School recognises its duty to:

- Not discriminate against disabled pupils and exclusions and provision of education and associated service
- Not to treat disabled pupils less-favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan.

Archbishop Runcie Church of England VA First School aims 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.

This plan will be reviewed regularly and will be updated every three years. This plan compliments our SEN, Equal Opportunities, Administration of Medicines, Safeguarding and Child Protection policies.

Definition of Disability under the Equality Act 2010 states that a person has a disability if: They have a long term physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

Archbishop Runcie Church of England VA First School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The three areas to be considered in the plan are:

1. **Improving education and related activities** – Archbishop Runcie Church of England VA First School will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the NHS Trusts.
2. **Improving the physical environment** - Archbishop Runcie Church of England VA First 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 improving access, lighting, acoustic treatment and colour schemes as well as more accessible fixtures and fittings.
3. **Improving the provision of information** - Archbishop Runcie Church of England VA First School will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Contextual information

Archbishop Runcie Church of England VA First School is a highly inclusive school. It has a small building that is easy to navigate with grounds that are maintained to support children's physical and sensory needs. The building is at ground floor level and can be accessed through a number of ramps around the school. We have developed a central courtyard area to support children's sensory needs.

The Early Years Foundation Stage is made up of two indoor classrooms, one outdoor classroom and a garden that is used for outdoor learning and supporting physical and sensory development. Toilets are accessible around the building and a disabled toilet is located between Key Stages 1 and 2 within the cloakroom area.

The main school entrance can be accessed via a ramp. The door entrance system can be accessed by anyone in a wheelchair. On leaving the building, door activation buttons are situated at the height at which a wheelchair user could reach. Lighting has been installed in the car park to light the pathway during winter evenings.

Information about the school's disabled population

Over time the school has had a range of pupils with some kind of impairment. Some children have moderate and specific learning difficulties, visual impairment and social communication difficulties.

Home visits are undertaken for all children who are new to our school in Reception and for all Nursery admissions. For children who have additional needs the SENCo will contact the LA and health advisors for support and guidance.

Some staff hold current first aid qualification and can administer an epipen. When a child is admitted with a medical condition, relevant training is sought by the SENCo/Headteacher and a medical plan is put into place. These plans are drafted in partnership with parents or carers and health professionals.

As a small school all staff aim to know all of the children and their families. Transition meetings are held between teachers each year. A thorough system of reviews takes place for children with an SEN or disability.

How appropriate is the current provision?

Staff are highly aware that effective communication of the issues faced by disabled pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation and planning visits. CPD needs are addressed as they arise and are tailored to the needs of the staff and their knowledge.

Provision in an emergency

If a child has a specific need then an evacuation plan will be developed with a named adult(s) responsible for their evacuation in an emergency. There are regular evacuation practises.

Recent projects to improve the physical environment have included:

- Ramps added to classroom fire doors in Key Stages 1 and 2
- Lights have been installed in the car park
- Grounds have been improved to support outdoor play for all children including access to the wooded area for the main school and the garden for Early Years Foundation Stage.

Targets for 2017-2020

Monitoring will be undertaken by the Staffing and Finance Committee of the Governing Body with advice from key professionals.

Target	Strategies	Timescale	Success Criteria	Outcome and
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To ensure that all children that are admitted with a disability are included in the subject plans	Discuss the needs of the children with a disability in phase teams where appropriate and in transition meetings including relevant health and LA staff where appropriate	September 2017 onwards	The needs of all children are matched in lesson planning	Staff are flexible in their approach to matching teaching to needs. Provision is more flexible and fluid with all staff across phases in support. However, this continues to be a priority to develop.
To ensure that disabled pupils are able to access the school curriculum more easily	Information gathering at all key points of a child's education	September 2017 onwards	All staff will have the information they need to ensure disabled children have access to the curriculum	Staff are fully aware and understand the needs of the individual child.
To ensure all written communication is as clear as it can be for all groups of children/families	When appropriate: <ul style="list-style-type: none"> • Alter font size, colour and layout • Ensure newsletters are accessible to all families • Audit school library regularly to ensure accessibility • Audit signage around school to ensure accessibility 	Ongoing	Children and families will receive information that is relevant and accessible.	Comments received by parents following a review of the plan have been implemented. Jan 2020
Continue to encourage children with learning disabilities or physical disabilities to be representatives on the school council/other groups in school	Continue to encourage children with learning disabilities or physical disabilities to be representatives on the school council	Ongoing	Increasing the voice of vulnerable children as representatives	More children are willing to put themselves forward for election. Ongoing target Jan 2018
Create a culture of acceptance and celebration of diversity	Introduction of Awareness Raising Days/Weeks/Events e.g. Autism Awareness Week No Outsiders Project Diversity themed Worship Seek resources to support diversity	From Sept 2018	Children aware of diversity and an range of differences	Children demonstrate inclusive attitudes and behaviour

Date	Reviewed/Updated	Staff involved
November 2015	Stakeholders consulted on progress	Staff and stakeholders
January 2016	Comments collated and document updated	B Armstrong
September 2017	Updated	
March 2019	Reviewed	KM/JB