

# The Abbey Primary School

## Accessibility Plan



**Last reviewed on:** January 2024

**Next review due by:** January 2027

# **The Abbey Primary School Accessibility Plan**

## **1.0 Introduction**

**1.1** It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation”.

**1.2** 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.

**1.3** The Local Academy Committee (LAC) is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

**1.4** The Abbey Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

**1.5** The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

**1.6** The Abbey Primary School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

## **2.0 The Physical Environment**

**2.1** The Accessibility Plan includes measures to improve access to the physical environment of the school as necessary. This may involve making reasonable adjustments to the school and providing aids to assist access where appropriate.

## **3.0 Curriculum**

**3.1** The Plan also includes measures to increase access to the curriculum for children with disabilities to ensure that they are equally prepared for life as children without disabilities. As well as teaching and learning this includes access to the wider curriculum such as access to after school clubs and participation in school visits. This may involve the provision of specialist aids and equipment where necessary.

## **4.0 Written Information**

**4.1** The Plan also includes measures to improve and make reasonable adjustments to the delivery of written information relating to the school and school events

## **5.0 The Current Range of Disabilities within The Abbey Primary School**

**5.1** The school has children with a range of disabilities, of which the staff and governors are fully aware. When children enter school with specific disabilities, the school contacts professionals for assessments, support and guidance for the school and parents.

**5.2** For all children that have medical needs a care plan is agreed with their parents or carers. This is shared with all staff involved with the child. The child's photo and medical need are displayed on the staffroom noticeboard.

**5.3** We have children who have asthma and some children with allergies or food intolerances, some of these are serious and require Adrenalin Pens to be kept on site.

**5.4** The Abbey Primary School has competent First Aiders who hold current First Aid certificates.

**5.5** All medication is kept in the office, with the exception of inhalers which are kept in green medical bags in the classrooms. These are kept in a secure place which is easily accessible for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Medication is administered in accordance with the LA guidelines and Administering Medicines Policy.

## **6.0 Review of the Plan**

**6.1** The Accessibility Plan will be reviewed every three years.

Targets	Strategies	Outcome	Who	Timeframe
Equality and Inclusion				
To ensure that the accessibility plan is reviewed by LAC	Clerk to LAC to add to agenda as required	Plans reviewed. Legislation adhered to.	Headteacher	Every 3 Years
To improve staff awareness of disability issues.	Review training needs. Provide training as necessary or appropriate. Whole staff CPD in relation to disabilities and how to effectively adapt to meet the needs of all pupils.	Disability issues are identified and addressed by all staff.	Headteacher SENCo	Ongoing
To ensure all policies, where necessary, consider the implication of disability access.	During natural review of policies consider and include measures to address disability access.	Policies are fully inclusive of issues related to disability and reflect current legislation.	Headteacher LAC members	Ongoing as part of the policy review.
To ensure pupils receiving treatment from serious medical conditions have access to teaching and the curriculum when at home and have a minimal risk of contracting infections.	Liaise with parents/ carers and hospital outreach to ensure a teaching programme is in place. Parents/ Carers of other pupils to be reminded to inform school of any illness or infection in their children.	Child continues to access curriculum and recovery is not slowed down by infection from other pupils.	Headteacher SENCo Class Teacher	Ongoing

Targets	Strategies	Outcome	Who	Timeframe
Physical Environment				
To ensure that school buildings and grounds are accessible for all children and adults and continue to provide access to school physical environment for all.	Audit of accessibility of school buildings and grounds by LAC members and existing disabled parents/ carers. Suggested actions to be implemented.	Access to all areas will be provided.	Headteacher LAC	Ongoing.
Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Headteacher SENCo	Ongoing
To ensure that all children are able to access all out of school activities e.g. clubs, trips, residential, visits etc.	A real commitment to inclusion of all children in all activities and events.	All providers of out of school education will comply with legislation to ensure that the needs of all children are met.	Teachers Trip/ activity organisers	Ongoing
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of all children in each class and provide equipment as needed e.g. special pencil grips, headphones, writing slopes, IT equipment etc.	All children will be able to work independently as possible.	Teacher SENCo	Review as part of Learning Plan review for each child.

Targets	Strategies	Outcome	Who	Timeframe
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practise and additional time, use of equipment, special access arrangements will be applied for as necessary.	Barriers to success will be reduced as far as possible, enabling children to succeed with tests.	Headteacher Teachers	Annually
Written/ Other information				
To ensure that all parents/ carers and other members of the school community can access necessary information.	Written information will be provided in alternative formats as necessary.	Parents/ Carers with particular needs will have access to information as any other parent/ carer.	Office staff	As necessary
To ensure that parents/ carers with disability can access parents evening.	Staff to hold parents' evenings by phone or send written information home. Where required interpreters or alternative forms of communication to be arranged.	Parents/ Carers with particular needs will be informed of their child's progress.	Headteacher Teacher	Termly