

**ACCESSIBILITY**  
**ACTION PLAN**  
**2019 - 2022**

**Reviewed: Spring 2019**  
**Review : Spring 2020**

## **1. Background**

1. Under para 3 of schedule 10 of the Equality Act 2010, schools should have an Accessibility Action Plan. The Act 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.
2. The Accessibility Action 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. The 2019-22 accessibility action plan will be appended to this document.

## **2. School Ethos**

1. Singleton C.E Primary School will preserve and develop its Christian character in accordance with the principles of the Church of England.
2. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning of faith and promotes Christian and British values through the experience it offers pupils.
3. The ethos of the school promotes the spiritual, moral, cultural, emotional, social and academic progress of every child. We strive for a safe, secure and positive learning environment, in which all learners can thrive.

## **3. Purpose of Plan**

1. This plan shows how Singleton C.E Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. Schools are required to produce and publish an accessibility plan as part of their commitment from the Equality Act 2010.

2. A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

#### **4. Areas of planning responsibilities**

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

#### **5. School values**

1. As a school, Singleton is very inclusive and seeks that every child and member of the school community can access the full wealth of experience that our school's provision can offer. Our values and aims reflects our commitment to ensuring a high quality education for all backed by our own strong moral purpose.

#### **6. Development of the plan**

1. Our plan has been written with the whole school community in mind and takes account of evidence sourced from children, parents, community, staff, Governors and external agencies. The plan will be shared via our school website and will be monitored on a annual basis by the Headteacher and Governors.
2. Adherence to this plan will be expected in all areas of school life regardless of any subject or area in consideration and training will be provided for staff in any key areas deemed appropriate by the SENDCO, Headteacher and Governors.

#### **3. Advice and Support**

1. In implementing this plan both internal knowledge and skills and external ones will be utilised to bring about the best results. We have strong links with a range of external agencies and work in partnership with them to meet the needs of our school community. Should there be any complaints or concerns regarding this plan these should be addressed initially to the Headteacher if informal or for formal complaints via the agreed complaints policy which is available via the school website.

**Accessibility Plan – Singleton CE Primary School 2019 - 2022**

<b>Aim</b>	<b>Objectives</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Success criteria</b>
1. To increase access for disabled pupils to the school curriculum	To identify pupils who may need additional or specialist provision for September	To liaise with nursery providers to review potential intake for each September	EYFS teacher	Procedures/equipment/provision in place by each September
	Ensure compliance with Equality Act 2010	To review all statutory policies to ensure that they reflect inclusive practice and procedure	HT/Subject Leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	Ensure that staff establish a collaborative approach between home and school	HT & all staff	Clear collaborative working relationship established. Parents feel fully informed about school events.
	To establish close liaison with outside agencies for pupils with on-going health needs	Ensure collaboration between all key personnel	HT. SENDCO, Teaching staff	Clear collaborative working relationship established.
	To finely review attainment of all SEND pupils.	SENDCO/Class teacher meetings Regular liaison with parents.	Teachers/SENDCO	Provision shows clear steps and progress made. Work in books showing progress.

2. To improve access to the physical environment of schools

To improve physical aspects of the school environment.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	SLT	Enabling needs to be met where possible.
To ensure all with a disability are able to be involved.	Create access plans for individual disabled children as part of ILP process.	All	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	HT SENDCO School Nurse	Care plans implemented and disseminated to all staff.
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children.	All	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.