**Salway Ash**

**Accessibility Plan**

**September 2021 to September 2024**

**Date agreed:** 16th November 2021

**Review date:** 15th November 2024

**Developed by:** Leif Overment – Headteacher, Darren Stanton – Vice-Chair of Governors

**Approved by:** Governing body

1. **Introduction**

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

1. increase access to the curriculum for pupils with a disability
2. improve the physical environment of the school for pupils with a disability
3. make written information more accessible to pupils with a disability by providing information in a range of different ways.

This is our school Accessibility Plan.

1. **School context**

Salway Ash is a small rural primary school made up of four mixed-age classes with 116 children on roll. The school has a small number of pupils with an Education, Health and Care Plan. The school provides a highly supportive environment where children, staff, governors and the local community work together to attain high standards, achieving academic, creative, spiritual, social and emotional fulfilment. The school provides a secure, caring Christian ethos and has high expectations of all pupils. At Salway Ash, we want children to achieve high levels in English and maths, provide children with a rich and engaging curriculum that enables them to move on to the next stage of their education as well-rounded members of the community.

The buildings at Salway Ash are of a high quality and are regularly updated. There are four large classrooms, a library, ICT room, two breakout rooms and a well-equipped multi-use hall. The school has a large field, a playground at the front and rear of the school, a woodland area and a small garden. The site is accessed at the front via footpath which connects the school gate and runs adjacent to the main road leading to the village.

1. **Vision and aims**

Our aim is for everyone at Salway Ash to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

* be fully included in school life
* actively take part in high quality learning
* thrive and enjoy their learning
* develop the skills to go on and lead fulfilled lives as adults
* be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

1. **Objectives**

At Salway Ash, all staff and governors are aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a ‘can do’ attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place, where necessary, to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Communication Passports and Transition Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

1. **Other policies**

Our Accessibility Plan complements and supports our:

* Special Educational Needs and Disability Policy and SEN Information Report
* Supporting Pupils at School with Medical Conditions Policy
* Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

* Child Protection Policy
* Curriculum Policy
* Staff Development Policy
* Health & Safety Policy (including off-site safety)
* Behaviour Policy
* School Development Plan

1. **Pupil data**

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils’ progress.

Current pupil data shows that at the start of the 2021 academic year, 0 percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

1. **Audit**

To help us develop our Accessibility Plan, we undertook an environmental audit of Salway Ash. This told us that:

* The steps leading from classroom doors and other external doors require the edges being painted in a bright colour so they are easily visible.
* There are some steps on paths leading to the playground, some classrooms and the staff car park which, if required, would need to be graded to improve access for those with a physical disability.

1. **Consultation**

In developing our Accessibility Plan, we have consulted with:

* our pupils
* parents and carers
* our governing body

These consultations told us that:

* The school has good levels of accessibility
* The ramp for vehicles to access the school field lacks grip which makes it difficult for larger vehicles to drive up the slope.

1. **Current good practice**

**Access to the** **curriculum**

At Salway Ash, we have improved access to the curriculum for pupils with a disability through the following means:

* To overcome technology deprivation during periods of school closure or remote learning, all pupils in years 5 and 6 have access to their own laptop provided by the school.
* In the event of a closure or remote learning, pupils who are unable to access the technology required will be loaned equipment where necessary.

**The physical environment**

At Salway Ash, we have improved the physical environment of the school to increase access for pupils with a disability by:

* Installing permanent hand rails on the steps up to the field

**Access to information**

At Salway Ash, we make written information more accessible to pupils with a disability by:

* Using eschools to communicate and share learning tasks with pupils.

1. **Sources of advice and information**

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy. Additionally, the following sources of advice and information have been used:

* The Key for school leaders

1. **Implementation and monitoring**

Our Accessibility Plan shows how we will continue to improve accessibility at Salway Ash for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Local Authority & Diocesan Board in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated if needed to ensure it matches the needs of our school community. It will be monitored through the governing body.

We consult regularly with pupils, parents, teaching professionals and external agencies as required according to the circumstances of individual children. The views of parents, pupils, key staff and professional specialists are sought at annual reviews of Education, Health and Care Plans (EHCPs). The SENDCo frequently liaises with parents in less formal meetings across the year. Advice on staff disability is reviewed as circumstances arise, and advice is sought from the LA. Discussions are also carried out with parents with disabilities at their request.

The Salway Ash complaints procedure covers the Accessibility Plan.

1. **Accessibility Action Plan**

| **Increasing access to the curriculum** | | | | | | |
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| **What needs to be done?** | **How will this be achieved?** | **Who is responsible?** | **When will this be done?** | **Cost (estimate)** | **How can we tell if this is successful?** | **Date complete** |
| To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them | Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset | LO  ES (SENCO) | Ongoing |  | All teachers fully meet the requirements of disabled children’s needs with regards to accessing the curriculum  Increased access to an appropriate curriculum for all pupils |  |
| Training for Governors in terms of Raising Awareness of Disability Issues | Provide training for governors | CoG | Ongoing |  | Whole school community aware of issues relating to access  Society will benefit by a more inclusive school and social environment |  |

| **Improving the physical environment** | | | | | | |
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| **What needs to be done?** | **How will this be achieved?** | **Who is responsible?** | **When will this be done?** | **Cost (estimate)** | **How can we tell if this is successful?** | **Date complete** |
| Staff car park | Create gradual slope up to and through gate | Governing body | By 2022 |  | Premises inspection |  |
| Painting lines on the edge of external steps | Non slip high visibility paint to be applied | Governing body | By 2022 | £75-100 | Premises inspection |  |
| Staff room made accessible for person with disability | Consider installation of stair lift | LO | If required |  | Premises inspection |  |
| Cloakroom doors made accessible to enable disabled access | Consider fitting hinges to door to open both ways to enable easier disabled access. | LO | If required |  | Premises inspection |  |
| Ramp to allow vehicles to access school field needs improved grip. | Redesign | Governing body | By 2022 |  | Premises inspection |  |

| **Making written information more accessible** | | | | | | |
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| **What needs to be done?** | **How will this be achieved?** | **Who is responsible?** | **When will this be done?** | **Cost (estimate)** | **How can we tell if this is successful?** | **Date complete** |
| Review documentation with a view of ensuring accessibility for pupils with visual  impairment | Get advice from HVSS on alternative formats and use of IT software to produce customized materials. | LO & Office staff | If required |  | Delivery of school information to pupils & parents with visual difficulties improved. |  |

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