

Accessibility Policy and Plan

January 2019

Pimperne CE VC School

ADVICE: This document provides a framework on which schools and academies can base their arrangements for Accessibility Plans that are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. You are recommended to undertake an Equality Impact Assessment of the completed Accessibility Plan to ensure you have considered implications for all those with Protected Characteristics that attend or visit your school..

1. The Pimperne Primary School Accessibility Plan has been drawn based upon information supplied by the Local Authority (or site surveyor), and in conjunction with pupils, parents, staff and governors of the school¹ and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the [three / four]² years period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 and with due regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Pimperne Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make **reasonable adjustments** to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of, the curriculum, the physical environment and written information.
 6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - School Equality Objectives
 - Pupil Equality Information
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Development Plan
 - Asset Management Plan / Suitability Survey (where available)
 8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the prescribed period of this Accessibility Plan and therefore some items will roll forward into following 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 the next prescribed period of the Accessibility Plan.
 9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees includes the due regard for Equality and Diversity issues as required by the Equality Act 2010 and its duties.
 10. The School's complaints procedure covers the Accessibility Plan.
 11. The Accessibility Plan will be published on the school website.
 12. Progress with the Accessibility Plan should be reported upon annually and made available on the school website.
 13. The Accessibility Plan will be monitored through the Governor Environment Committee.
 14. The school will work in partnership with the Local Authority and Diocesan Authority, in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."

15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

PIMPERNE PRIMARY SCHOOL ACCESSIBILITY PLAN JANUARY 2018 Improving the Curriculum Access

Pimperne CE VC Primary School's building meets the required level for disabled access (Equality Act 2010)

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
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	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Give monitoring details	Ongoing	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers (e.g., Count Me in, Sure Start) that comply with all current and future legislative requirements Give monitoring details	Ongoing	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff	Ongoing	All pupils are supported to achieve their full potential

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	If and when required	Delivery of information to disabled pupils and parents improved
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.	All school information available for all	If and when required	Delivery of school information to pupils & parents with visual difficulties improved.
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through hard copy and website	If and when required	Delivery of school information to parents and the local community improved
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Communication audit by SALT On-going Performance Management arrangements Training on range of issues such as functional use of language, Signalong and managing SALT plans Other training as required	Awareness of target group raised	When required	School is more effective in meeting the needs of pupils.

To be reviewed September 2019