



Aycliffe Village Primary School

Great oaks from tiny acorns grow

Accessibility Plan

2018 - 2021

Mission Statement

We are a safe, happy, caring school giving opportunity, challenge and encouragement to everyone.

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1. Vision Statement:

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 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.

The Accessibility Plan is listed as a statutory document of the Department of Educations’ 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 Teacher. At Aycliffe Village Primary School the Plan will be monitored by the Head Teacher and Deputy Head Teacher and evaluated by the relevant governor (Mrs Helen Sutherland) The current plan will be appended to this document.

At Aycliffe Village Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. Aycliffe Village Primary School’s Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, pupils, parents, staff and governors. When necessary, other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year 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 Local Authority 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. Aycliffe Village Primary School is 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 with regard to disability and to developing a culture of inclusion, support and awareness within school.



4. Aycliffe Village Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- a. 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 their 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;
- b. Improve and maintain 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;
- c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hands outs, 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. Aycliffe Village Primary School's Accessibility Plan relates to the key aspects of the physical environment, curriculum 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. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- a. Asset Management Plan
- b. Behaviour Management Policy
- c. Curriculum Policy
- d. Critical Incident Support Plan
- e. Equal Opportunities Policy
- f. Health and Safety Policy
- g. Equality Plan
- h. School Prospectus



- i. School Development Plan
- j. Special Educational Needs Policy
- k. Staff Development Policy

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent 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 a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored by the school's leadership team, in consultation with the named governor (Mrs Helen Sutherland). Progress will be reported during the full governing body meeting and any financial implications will be raised at Finance and Premises Committee meetings.

12. Where necessary, the school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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

2. Aims and Objectives

Our Aims are:

- To continue to improve access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of written information to pupils, family members and the wider community



3. Current good practice

We ask about any disability or health condition in early communications with new parents and carers.

a. Physical environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All parts of our building are accessible to current pupils with disabilities. The areas in school which have limited accessibility for pupils with significant physical needs (none currently) and visitors to schools in wheelchairs are the doors to two KS2 classrooms from the playground (as there are stairs leading to these) There is an alternative route through one of the KS2 classrooms, via a ramp and are also other alternatives, for example via the main entrance or KS1 entrance. We therefore believe there are reasonable adaptations, given financial constraints that mean we cannot have ramps to all doors.

b. Curriculum

There can be challenges and barriers which could mean disabled pupils have limited or no access to some areas of the curriculum or require adjustments to make participation possible, for example, PE for pupils with a physical impairment, science and technology for pupils with a visual impairment. Other issues affect the participation of disabled pupils for example: bullying, peer relationships, policies on the administration of medicines, the prevention of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten. In our school, all disabled pupils currently have access to all areas of the curriculum, with adaptations as and when necessary.

c. Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. We offer a range of different formats available for disabled pupils, parents and staff (should this be requested or if we are aware of a disability that might require this)

4. Access Audit

The school is a single storey building with wide corridors and several access points from outside. The hall and dining area are accessible to all. The entrances used by pupils and their families to enter our school grounds in the morning and at home times, are fully accessible (with ramp access via one classroom if necessary for two classrooms that have stairs from the playground to their outside door) The main door into school is automatic and can be opened from inside the school reception to aid access into the building. The school has internal emergency signage and escape routes are clearly marked. On-site car parking for staff and visitors has one dedicated disabled parking bay. We do not currently have disabled toilet access and are very limited with space to be able to address this. This is something we would bear in mind in any future development/building work. We would look to address this, with advice and support from the Local Authority, if this situation arose.



Our current Access Audit has revealed a number of issues:

- Doors into all classrooms remain narrow (could mean access is limited or impossible for wheelchair users)
- There are no disabled toilet facilities available in school.

As addressing these issues would require significant building work and we do not currently have any pupils, staff or regular visitors who use wheelchairs then we would look to take guidance and support from the Local Authority, as and when these situations occur.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority to overcome any difficulties that may arise.

Signature: <i>B Dean</i>	Governor: Brian Dean – Chair of Children, School and Community Committee
Signature: <i>H Sutherland</i>	Head Teacher: Helen Sutherland

Ratified by the governing body on	20.06.18
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Policy Review Date	June 2021
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