



Accessibility Policy and Plan

September 2021

St Swithun's C of E Primary Academy's Vision

Love bears all things

Believes all things

Hopes all things

Endures all things

(1 Corinthians 13:7)

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Background

At St Swithun's C of E Primary Academy we have created a community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoys, achieves and makes a positive contribution to the wellbeing of the school community. We are committed to the care and well-being of all pupils so that they may work and learn in a safe, secure environment.

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the legislation schools are required to have an Accessibility Plan. The Governing Body continues to have responsibility for accessibility planning for disabled pupils. This purpose of this plan is to:

- Increase the extent to which any disabled pupils can participate in the curriculum;
- Improve the environment of the school to increase the extent to which any disabled pupils can take advantage of education, facilities and services provided;
- Improving the availability of accessible information to disabled pupils.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- Monitor recruitment procedures to ensure that all people with a disability are given equal opportunities.
- Ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- Where necessary, undertake reasonable adjustments to enable staff to fully access the workplace.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. This plan may be reviewed in consultation with;

- Parents/guardians of pupils
- Staff
- Governors
- External partners
- SNMAT

Complaints

Parents/guardians and staff have access to the school's Complaints Procedures

Pupils may go to their teachers, teaching assistants or any member of the Senior Leadership Team.

The Equality Act 2010 defines a disabled person as a person with a disability. A person has a disability for the purpose of the Act if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to carry out normal day-to-day activities. Definition of terms;

- Substantial is more than minor or trivial eg it takes much longer than it usually would to complete a daily task
- Long term means 12 months or more

Physical and mental impairments include

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, fibromyalgia, depression and epilepsy;
- progressive such as motor neurone disease;
- auto-immune conditions;
- organ specific such as asthma, cardio vascular disease;
- developmental, such as autism spectrum disorders, dyslexia and dyspraxia;
- learning disabilities;
- mental health conditions with symptoms such as anxiety, low mood, panic attacks, personality disorders and some self-harming behaviours;
- mental illness;
- produced by injury to the body, including to the brain.

It may not always be possible or necessary to categorise a condition as either a physical or mental impairment. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc... This therefore includes a number of pupils who are, or may be on our SEN register.

Within the terms of this document, "curriculum" is both teaching and learning within school time and participation in after 'school' clubs, leisure, cultural and sporting activities and school visits.

St Swithun's C of E Primary Academy's Vision

Love bears all things - regardless of what we need to face

Believes all things - looks for the best in every individual

Hopes all things - stays strong in belief during difficult times

Endures all things - through every circumstance

1 Corinthians 13:7

As a Church school, our aims are built on a foundation of Christian Gospel teaching. The individual attributes and qualities we want to nurture are inclusive of all – whatever faith, belief or ability. All our decisions are underpinned by Jesus's promise of, 'Life in all it's fullness'.

We aim to give children opportunities and experiences that inspire them to achieve through working together with Love, Belief, Hope and Endurance.

Guided by the Diocesan Vision of Growing Disciples Wider Younger Deeper, the Central Church of England Vision Statement “Deeply Christian Serving the Common Good”.

- **Wisdom, Knowledge & Skills:** Providing a curriculum and experiences that secure transformational outcomes for children and young people by combining academic rigour with a focus on profound personal development.
- **Hope & Aspiration:** Welcoming all, especially those who are disadvantaged and giving everyone the opportunity understand, experience and respond to the Christian faith which inspires and motivates the school and opens up new horizons of hope.
- **Respect & Dignity:** Building an environment in the school in which everyone is valued, recognising that each individual is made in the image of God and loved by him so that they can learn to relate positively to themselves, other people, the world around them and God.
- **Community & Living Well Together:** Giving children, staff and parents the opportunity to experience being part of a community which creates a strong sense of belonging based on Christian values and rooted in Christian beliefs and practices.

Mission statement

St Swithun’s School aspires to be a Church school that includes children, parents/carers, staff, governors and the wider community, which we refer to as “our family”.

We welcome and value everyone as part of our community based on Christian values.

We work together as a team which respects and values the unique contributions of each individual child and adult.

We learn together in a safe, secure and stable loving environment.

We strive for excellence in all we do and say, building an atmosphere of trust, respect and friendship.

We endeavour to support each other to reach our full potential.

We are committed to developing the spiritual and emotional well being of everyone in our community.

Our school is proud to be rooted in Christian values.

Aims of the school

To provide a broad and balanced curriculum supported by a stimulating learning environment and extra-curricular activities.

For each child to be happy, have friends and feel cared for, safe and secure.

For each child to make progress and reach their fullest potential in all aspects of their learning and development.

To enable the children to develop lively, enquiring minds and gain a wide range of knowledge and skills

For the children to have personal self-esteem, personal self-discipline, appropriate independence and an understanding of inter-dependence.

For the children to co-operate with and have tolerance and respect for others.

For all who learn and work at the school to feel valued and respected and for all to feel that they are making an important contribution to the life of the school.

To provide opportunities for the children to learn about Christian beliefs and the Christian faith.

To prepare the children for their continuing education at secondary school.

To prepare the children for responsible citizenship in the adult world.

Accessibility Plans

To continue to increase the extent in which disabled pupils can participate in the school curriculum.

At present we do not have any pupils who require a wheelchair for use around main school, but we have one pupil in FSU who will need additional mobility aids. This is currently being investigated with the appropriate professionals and the necessary provisions will be put in place.

1. Regularly audit students who require SEN Support ensuring a fully accessible and differentiated curriculum with resources that support learning.
2. Continue to provide training for all staff on meeting individual needs and developing knowledge and understanding to meet these needs.
3. Continue to develop curriculum planning, coverage and structure of the curriculum to ensure progression and rigor for all – within this, ensure all pupils within each lesson are able to access the lesson content.
4. The SEN team to play an integral support role and to work closely with teachers to ensure that all lessons are accessible to all students
5. Ensure through the use of KLIPs and LAPs that the progress of all pupils is tracked effectively and with rigor. Where needed use additional tracking, monitoring or assessment systems eg B Squared, PIVATs, Boxall Profiles

To continue to support the use of differentiated resources as needed

- Use of interactive whiteboards/alternative technology to enlarge text to make it easy for all pupils to read and enable increased access for identified children.

- Use of ICT equipment and online tools to support children as needed.
- To provide coloured overlays or reading rulers when required.
- To provide sloping tables or adjustable height tables, specialist seating as needed
- Where necessary training to be provided to teachers of children with specific needs eg manual handling training, use of standing frame
- The inclusion leader will liaise with specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources.

Ensure equal access for disabled pupils to school clubs, visits and extracurricular activities

- Risk assessment and planning of trips to include accessibility references
- Pre visits to ensure access for all and plan any reasonable adjustments
- Analyse and review extra-curricular activities to ensure inclusion of pupils with disabilities.
- Ensure that all pupils feel supported and included within the school

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- The school has level access to all teaching areas to facilitate movement between classrooms, except for an upstairs classroom and an additional learning space. When a member of our school family has long term mobility challenges the classes will be moved around to enable the class base to be on the ground level.
- We have a disabled toilet accessible in the school entrance, one in FSU and one at the end of the main school corridor next to the children's toilets.
- Most teaching areas and outside are wheelchair accessible with wide doors and level thresholds.

Measures to ensure that the site is accessible to all

- Entry to/Exit from the school Main Reception and all apart from one classroom are low level access. We have one upstairs classroom and one additional teaching base. Offices used by the SLT, the meeting room and some school resource storage is also upstairs. Where this is a challenge for anyone in school or visiting school we would make reasonable adjustments. We have facility to use an office or an additional space on the ground level.
- Lighting Internal lighting is sufficient.
- Signage Installed signage using pictorial signs where required.
- Decoration The school is mainly decorated throughout in light shades.

Toilets Disabled toilet is available in the main entrance, in FSU and at the end of the main school corridor. Ensure these are accessible including being kept 'clutter free' and not used to store equipment.

ACTIONS

We will continue to carry out an annual access audit to improve the physical environment of the school. This will be carried out with-in 12 months of the published date of the policy

Site Accessibility Audit Sept 2020 Areas to be investigated and implemented

ACTION	SUCCESS CRITERIA	LEAD PERSON	TIMESCALE	REVIEW
To ensure the playground is made safe, appropriate and level across all areas	The playground will be re surfaced and any obstructions or items causing the uneven level will be removed	Exec Head teacher Site Manager	Autumn 2020 – ongoing	
To explore the outside lighting around all entrances/exits to school	All areas will be well lit at the start/end of the school day	Site Manager	Autumn 2020	
To investigate the access to the disabled toilet area in FSU for named pupil	Appropriate access and equipment in place to enable safe nappy changing	Inclusion Leader Support from PDSS Site Manager	July 2020/Sept 2020	Reviewed Dec 20 Room cleared Area assessed by KB PDSS and report provided Plinth in place Room accessed and used as needed
To assess access to FSU for named pupil and make any necessary reasonable adjustments	Pupil can access as needed	Inclusion Leader Support from PDSS	July 2020/Sept 2020	Reviewed Dec 20 Access to equipment /provision enabled Inclusion leader/relevant agencies to observe and review at least fortnightly
Appropriate equipment in place for named pupil to ensure access	Pupil can access full provision within FSU	Inclusion Leader Relevant agencies – OT/physio	Sept 2020 ongoing	Ongoing
To ensure needs are met for 2 named pupils with physical needs in school	Access physio as required Review provision of any equipment monthly and liaise with agencies as needed	Inclusion Leader	Monthly reviews – more frequent if needed	Ongoing
To ensure access to daily medication and snack as needed and agreed	Staff/pupil followed agreed daily plan and named pupil accesses daily ADHD medication	Inclusion Leader Named TA/class teacher	Ongoing	

To arrange a review by PDSS of areas to be accessed in main school by pupil in wheelchair in the future	Any areas needing work can be planned and carried out with appropriate time scales	Inclusion Leader	Summer term 2021	
Ensure any pupils with challenges have a locker that the most accessible for them	Introduction of lockers in KS2 - all pupils can access	Class teachers	Autumn term 2020	Reviewed Dec 20 Ongoing checks and observations – swop lockers where needed