

Ambleside CE Primary School

Part of the Good Shepherd Multi Academy Trust

Company Number 9341374



Accessibility Plan

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1. Introduction

1.1 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 people 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.

1.2. At Ambleside CE 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.

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

The Governors of Ambleside School recognise the following duties that this places upon them;

1.2.1 Not to treat disabled people less favourably for a reason related to their disability.

1.2.2 To make reasonable adjustments for disabled people, so that they are not at a substantial disadvantage.

1.2.3 To plan to make reasonable adjustments to the school buildings, to make the school buildings more accessible for all disabled people.

2. Disability and Ambleside CE Primary School

2.1 'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' –

2.2 Ambleside CE Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability.

2.3 With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive, than the people without a disability.

3. Access to this plan:

3.1 This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

3.2 This plan will inform relevant aspects of the school's development plan.

4. Supporting Policies;

- 4.1 Inclusion and special educational needs.
- 4.2 Curriculum Policies.
- 4.3 Behaviour Policy.
- 4.4 Educational Visits Procedures.

5. Previous Adaptations made to the school;

5.1 Provision of an accessible parking bay in the school car park.

5.2 Provision of an accessible toilet.

5.3 Classroom upgrades have included false ceilings to improve the classroom's acoustics.

5.4 Installation of a ramp at the entrance to the Year 3 4 classroom.

6. Action Plans

6.1 Action plans to support the review and development of physical access, curriculum access and access to information are attached to this document as Appendix 1, 2, 3.

Appendix 1. Physical Access

Statement/Aim	Action/ Responsible Person.	Status/ Date Completed.
The layout of the school allows access for all pupils such as academic, sporting, social and play areas	Consider how a person in a wheel chair could have access to the school hall and the KS2 part of the building, as there are currently 4 steps into the hall. Include in School Improvement Plan and premises plan when feasible	Early discussions with building consultant. Consider disabled access if CIF bid for KS2 door is successful.
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps.	As above. Remove furniture blockages as required	
Toilet facilities are provided for disabled pupils. Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Showers are available and accessible.	Conduct a building review.	
Pathways around school are safe and well signed. Parking arrangements are logical and safe.	Fence off key stage 1 path from school car park	Completed
Emergency and evacuation systems inform all pupils.	Risk assess during fire drills. Should situation	Child with hearing

Alarms are visual (flashing) as well as auditory.	warrant more provision, include in plans.	impairment in school at the moment. Alarms are tested weekly and serviced twice a year.
Signs are uncomplicated and unambiguous. School decor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Improve signage Decorators follow guidelines.	Signs have been updated and are of international standard, for example fire exit signs.
All areas are well lit.	Monitor situation regularly.	
All necessary steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Monitor situation regularly.	Noise is monitored – audio equipment available
Furniture and equipment selected, adjusted and located appropriately, eg height- adjustable tables and low level accessible sinks etc.	Monitor situation regularly.	Installed Year 5 6 sink at low level
School minibus is accessible to all.		November 2018.

Appendix 2 Curriculum Access

Statement	Action/ Responsible Person	Status/ Date completed.
All teachers and teaching assistants have the necessary training to teach and support pupils with a range of disabilities.	Audit all children with special needs – and staff training requirements	On-going
Classrooms are optimally organised for disabled pupils.	Dependent upon nature of the disability of the child.	On-going.
Lessons provide	Lesson plans, IEPs.	On-going

opportunities for all pupils to achieve i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate.		
All pupils are enabled to access all areas of the curriculum.	Staff recognise and plan for the additional time and effort needed by some disabled pupils e.g., lip-reading by hearing impaired pupils, slow writing speed for pupils with dyslexia.	On-going
All staff plan for additional time required by some disabled pupils to use equipment.	Dependent upon nature of the disability of the child.	On-going
Disabled pupils who cannot participate in particular activities are given alternative experiences e.g. some forms of exercise in PE/sport.	Dependent upon nature of the disability of the child.	On-going
Provision of laptops or ipads to be used by those with learning difficulties in school.	IT facilities upgraded for all children and staff. Class sets available	On-going
IT equipment has been fitted with additional software/hardware to allow access for disabled pupils.	Seek advice if this is needed by individual children	
School visits are accessible to all pupils, regardless of attainment or impairment.	Extra staffing will be provided to ensure inclusion of all pupils.	
All staff have high expectations for all pupils.		
All staff strive to remove barriers to learning and participation.		On-going

**Appendix 3.
Access to Information**

Statement	Action /Responsible Person	Status/ Date completed.
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g. positioning when talking to a hearing impaired learner.	Ensure information about parents/children is shared in an appropriate manner. Home visits form basis of information. Awareness of appropriateness of information which is passed on from teacher to teacher.	
Written communication, where possible, follows an agreed house style using an appropriate font and size e.g. /Century Gothic size 12 or larger.	Request parents to inform school if family requires correspondence in different size font /paper colour	
The school liaises with Trust and LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Seek guidance as need arises	
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g. by reading aloud, using large screens/PowerPoint presentations etc.		