

Tatham Fells CE (VC) Primary School Accessibility Plan 2016-2019
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Statement:	Accessibility plan
This statement was approved:	December 2016
This statement will be reviewed:	December 2019
Governor committee responsibility:	Full Governing Body

This Accessibility Plan is drawn up in compliance 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 of progress of the Accessibility Plan over a prescribed period.

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.

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.

**Tatham Fells CE (VC) Primary School**

At Tatham Fells CE (VC) Primary School our values reflect our commitment to a school where there are high expectations for all. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone’s uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children’s confidence and self-esteem. We know that safe and happy children achieve.

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 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We recognise and value parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Our 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:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 schools 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 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-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.
- Our Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

It may not be feasible to undertake all of the works during the life of this 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.

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.

This Accessibility Plan will be published on the school website. It will be monitored through FGB with Mr Andrew Taylor (Buildings, Health and Safety) leading this area. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Signed:

Date: 7th December 2016

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Item	Activity	Timescale	Cost
Outdoor staging	Install steps to outdoor seating area around the stage to improve physical access for all.	Autumn 2016	£600
School hall	Install improved lighting and sound equipment in the hall to improve visual and auditory management during school events/performances.	Autumn 2016	£1200
Car Park	Re-surface school carpark, removing raised kerbs and providing designated bay for disabled parking.	Spring/Summer 2017	£3000
Learning environment	SENCO to lead review learning environment from inclusive perspective using inclusion Speech and Language audit.	Summer 2017 Reviewed annually	Staff meeting time/SEND/Leadership time.
Provision Maps	HT/SENCO to lead updating of provision maps in 4 areas based around code of practice.	Reviewed termly	
Resources	Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.	Reviewed termly	
Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	Deliver training to ensure all pupils' needs are met. Identify gaps in knowledge and seek external advice if necessary.	Reviewed annually	
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	

Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Changes made to website Autumn 2016
Differentiation in Teaching	HT/SENCO to monitor quality of differentiation and provision for SEND pupils.	Reviewed termly
Interventions	Assistant Headteacher for Inclusion to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups and within the ECAL (Every Child A Learner)Team	Reviewed termly
Classrooms are organised to promote the participation and independence of all pupils	HT/SENCO to carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class.	Reviewed termly

Specific user needs to be addressed as need arises.