




Southville Primary School

Accessibility Plan

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This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents: The Special Educational Needs and Disabilities Policy, SEN Information Report, Equalities Policy and Objectives, Management of Medical Needs, Health and Safety Policy and Trips and Residential Visits Policy.

1.0 Introduction

1.1 It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation”.

1.2 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.

1.3 According to the Special Educational Needs (SEND Code of Practice 2014) – A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age or
- (b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

1.4 The Full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

1.5 Southville Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

1.6 The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

1.7 Southville Primary School will challenge negative attitudes about disability and accessibility and strives to develop a culture of awareness, tolerance and inclusion.

1.8 All staff are responsible for identifying and removing barriers to learning for disabled pupils.

2.0 The Physical Environment

Merrywood site	Myrtle site
Nursery, EY, KS1	KS2
Single storey Edwardian building	2 storey purpose built 2015
	A lift giving access to the 1 st floor
A disabled toilet	A disabled toilet on each floor
A shower with seat/bed	A shower
Designated evacuation area	Designated evacuation area
Risk assessment and evacuation plans in place for physically disabled children including those who are visually impaired.	
Acoustic tiles fitted in music room to reduce noise.	Acoustic tiles fitted in hall to reduce noise
Acoustic panelling fitted to the walls and ceiling in the hall to reduce noise	
Customised furniture and or equipment is available as needed	

2.1 The Accessibility Plan includes measures to improve access to the physical environment of the school as necessary. This may involve making reasonable adjustments to the school and providing aids to assist access were appropriate.

3.0 Curriculum

3.1 The Plan also includes measures to increase access to the curriculum for children with disabilities to ensure that they are equally prepared for life as children without disabilities. As well as teaching and learning this includes access to the wider curriculum such as access to after school clubs and participation in school visits. This may involve the provision of specialist aids and equipment where necessary.

3.2 Southville makes reasonable adjustments to meet the needs of all pupils. Provision is developed as required in conjunction with the child, parents/carers and following external advice to meet personal needs where at all possible.

4.0 Written Information

4.1 The Plan also includes measures to improve and make reasonable adjustments to the delivery of written information relating to the school and school events

5.0 The Current Range of Disabilities within Our School

5.1 The school has children with a limited range of disabilities, of which the staff and governors are fully aware. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

5.2 The school supports children with physical disabilities, including cerebral palsy, vision impairment and hearing loss and children who experience neurodiversity including attention deficit hyperactivity disorder (ADHD), autism, dyslexia and dyspraxia. We recognise these differences require acknowledgement and adjustment whether or not the child and parent/carer considers them to be a disability.

5.3 For all children that have medical needs a care protocol is agreed with their parents or carers. This is shared with staff as necessary and a copy kept in the office.

5.4 We have a few children who have asthma and some children with allergies or food intolerances, some of these are serious and require Epipens to be kept on site. Relevant staff are trained in the use of epipens and are aware of their location.

5.5 Southville Primary has competent First Aiders who hold current First Aid certificates. All Early Years staff and the majority of LSAs and Office staff have attended Paediatric First Aid Training.

5.6 All medication is kept in the office on both sites. It is kept in a secure place which is easily accessible for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Medication is administered at the discretion of the Head Teacher.

6.0 Reviewing the Plan

The Accessibility Plan will be reviewed every three years.

7.0 Southville Primary School Accessibility Plan

EQUALITY AND INCLUSION				
To be read in conjunction with the Equalities Statement and Objectives document				
Objective	Action	Success criteria	Responsibility	Timescale
To ensure that the Plan is reviewed by FGB	Clerk to the Governors to add to agenda as required.	Plan reviewed. Legislation adhered to.	Headteacher	Every 3 years
To increase the confidence, sensitivity and expertise of staff when teaching or supporting a wide range of disabled students.	Review training needs. Provide training as necessary or appropriate.	Disability issues are identified and addressed by all staff.	Headteacher SENCo	On-going.
To ensure all disabled students are fully involved in school life and are making good progress	Identify barriers to participation and find practical solutions to overcome. Track progress.	Disabled students actively participate and make good progress	Headteacher SENCo	On-going
To work collaboratively with disabled students	During graduated response cycle	Parents/carers and children	SENCo Teachers	On-going

and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.	ensure parent/carer voice and voice of the child is incorporated.	engage in graduated response cycle.		
To liaise with educational establishments and parents/ carers to prepare for intake of new children including those who transfer within year.	Identify pupils who may needs adapted or additional provision.	Robust plans and provision in place for when the child/ren start school	Teachers SENCo	On-going
To insure all policies, where necessary, consider the implications of disability access.	During review of policies, consider and include measures to address disability access	Policies are fully inclusive of issues related to disability and reflect current legislation.	Headteacher Governors	On-going as part of policy review.

PHYSICAL ENVIRONMENT

Objective	Action	Success criteria	Responsibility	Timescale
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Site Manager and Headteacher. Suggest actions to be implemented.	Access to all areas will be improved.	Headteacher Governors	During termly Health and Safety monitoring walks
To ensure classroom environments incorporate wherever possible the needs of individual pupils.	Clear guidance and support is provided to teachers in relation to creating an accessible and inclusive learning environment.	Barriers to leaning are removed for disabled pupils.	Deputy SENCO	On-going

CURRICULUM

Objective	Action	Success criteria	Responsibility	Timescale
To continue to develop staff understanding and awareness to enable them to meet the needs of children with a range of SEND.	SENCO and Deputy SENCO review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum	Headteacher SENCO	On-going
To ensure that all children are able to access all out of school activities. e.g. clubs, trips, residential visits etc.	Ensure risk assessment process is used effectively to drive inclusive practice. Liaise with wraparound care provider.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Teachers/Trip or activity organiser	On-going

To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes, digital technology etc.	All children will be able to work as independently as is possible.	Teacher SENCo	Review as part of pupil progress meetings, termly provision map reviews and annual EHCP reviews.
To improve the delivery of information to disabled students.	Assess the needs of disabled children, following advice from external support, and respond e.g. digital technologies, increasing font size of material, photocopy on coloured paper etc.	Information is accessible as it is for students who are not disabled.	Teacher SENCo	On-going
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be applied for as necessary.	Barriers to success will be reduced as far as possible enabling children to succeed with testing.	Headteacher Teachers	Annual.

WRITTEN/OTHER INFORMATION

Objective	Action	Success criteria	Responsibility	Timescale
To ensure that all parents and other members of the school community can access necessary information.	Written information will be provided in alternative formats as necessary including translated where possible.	Parents with particular needs will have the same access to information as any other parent.	Business Manager Administrator	As necessary.
To ensure that parents who are unable to attend school, because of a disability, can access alternative parents' evenings.	Staff to hold parents' evenings by phone, google classroom, zoom or Microsoft teams.	Parents with particular needs will be informed of their children's progress.	Headteacher Teachers	Termly.