

Learning Together for Life

Jesus said, 'Love one another as I have loved you' John 15:12, New Testament ('Injil')

Stepney Greencoat

Church of England Primary School



Accessibility Plan

	By	Date
Policy Created	Olga Browne	November 2019
Policy Approved	Governing Body	
Policy Renewal Date	Governing Body	
Reviewed by	Robert Scott	

Accessibility Action Plan

Introduction This plan is drawn up in accordance with the planning duty in the Equalities Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability "A person has a disability 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."

Key Objective To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in, Stepney Greencoat.

Principles Compliance with the Equalities Act is consistent with Stepney Greencoat School's aims and equal opportunities policy, and the operation of Stepney Greencoat School's SEN and disability policies. Stepney Greencoat School recognises its duty under this act:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Equalities Act. Stepney Greencoat Primary School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Areas of planning responsibilities

- Increasing access for disabled pupils to the curriculum (this includes teaching and learning and the wider curriculum of the school such as school visits)
- Improving access to the physical environment of schools
- Improving the delivery of written information to disabled pupils

Contextual information Stepney Greencoat Primary School has been at its present location since 1941. The two storey building has classrooms on the ground floor and two classrooms and a library on the first floor. These rooms can be accessed by a flight of stairs. Accessibility toilets are on the ground floor. There are children's toilets on the ground and first floor. The main entrances to the school have level access. If necessary we are able to swap classrooms amongst different year groups to ensure that accessibility is maintained.

Activity

a) Education & related activities Stepney Greencoat will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment Stepney Greencoat School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

c) Provision of information Stepney Greencoat School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. Linked Policies This Plan will contribute to the review and revision of related school policies.

Physical Access

	Item	Activity	Timescale	Outcome
1	School site is easily accessible in a way that it is safe, secure and safely evacuated by all.	To review site and liaise with Fire Safety Officer regularly.	Ongoing	The site will be accessible by all stakeholders and safely evacuated by all in fire drills or emergencies with reasonable adjustments made for all disabilities.
2	The building is accessible for all pupils/parents/staff within the school including those who may have physical disabilities or visual impairments, ASD etc.	Audit the physical building and accessibility to ensure all reasonable adjustments are made.	Ongoing	The building will have fixtures/changes/repairs made where necessary to improve the existing accessibility.

Curriculum Access

	Item	Activity	Timescale	Outcome
1	Make the school a more communication friendly environment	Work with SALT to make school more communication friendly.	Ongoing	All children can access the learning environments, resources and displays around the building.
2	All children can access IT in a way that will enhance them to access the curriculum appropriately to be successful.	Work with SENDCo to ensure that we use apps that support SEND provision	Ongoing	IT is used effectively to enhance the curriculum of particular SEND pupils (particularly those with a high level of need)
3	Ensure every trip planned is accessible for all pupils and reasonable adjustments are made.	Teachers to research organisations beforehand in terms of how they cater for their particular needs. Planning and thinking beforehand is needed for larger trips including residential. Taxis /transport needs to be booked also if that helps accessibility.	Ongoing	Residential and trips are accessible for all pupils. Adjustments and early planning ensures thought has been put into making it possible for all pupils to go and enjoy the experience.

Written Information Access

	Item	Activity	Timescale	Outcome
1	Review information to parents/carers to ensure it is accessible.	To support and help parent's access information and complete school forms. Ensure website and all documents accessible via the website can be accessed by the visually impaired and by carers who have English as an additional language. Provide translated documents where required. This is including during Year 6 application time, admissions etc.	Ongoing	Information is more accessible to pupils and parents with any particular barriers.
2	Ensure documents are accessible for pupils with visual impairments	Use of magnifier where appropriate/ enlarge texts. Specialist services	Ongoing	Information if fully accessible to pupils with visual impairments.
3	Good communication between home and school	School office sends text messages/ emails/ phone calls, newsletters and ensures communication is swift.	Ongoing	Parents/carers are well informed and communication channels from school is accessible and varied in order to access hard to reach parents.