



SURREY STREET PRIMARY SCHOOL

Learning for life at Surrey Street where the social, emotional, spiritual, physical and learning needs of every member of the school community are met

Accessibility Plan

September 2023

Document Status	
Review requirements	Every 3 years
Date of next Review	September 2026
Approval Body	Governing Body
Ratified by Governors	21.09.23

Statutory

Surrey Street Primary is committed to promoting and respecting the health, safety and wellbeing of all our children and any adults who work in our school

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AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Surrey Street Primary school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school has high ambitions for all its pupils, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of school life.

Surrey Street Primary School is committed to providing an environment that enables full curriculum access, which values and includes all pupils, members of 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.

Surrey Street Primary School recognises and values parents' knowledge of their children's disabilities and the effect of these on their ability to carry out everyday activities and the parents' and children's right to confidentiality.

The Surrey Street Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipates 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 equally prepared for life as the able-bodied pupils; (if a school fails to do this it will be in breach of their duties under the Equalities Act 2010) This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities and school visits- it also includes the provision of specialist and 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 includes 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 may include hand-outs, information about the school and school events. The information will be made available in various preferred formats within a reasonable timeframe.

Our Accessibility Plan relates to key aspects of the physical environment, curriculum and written information.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The priorities for the Accessibility Plan for our school were identified by the Senior Leadership Team, the School Business Manager, and the Site Agent in consultation with a range of stakeholders, including pupils, parents, staff and governors of the school.

LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM - Increase access to the curriculum for pupils with a disability

Current good practice	Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>All educational visits are accessible to all.</p>	Increase confidence of all staff in differentiating the curriculum.	Staff training on methods of differentiation and curriculum access	Head	Ongoing as required	Raised staff confidence in strategies for differentiation and increased pupil participation.
	Classroom support staff to have specific training on disability issues.	Support staff to access appropriate CPD	Deputy Head/ SENCOs	Annually unless required more often	Raised confidence and ability to support pupils with SEN/disabilities of all support staff
	All staff to be aware of disabled children's curriculum access	Individual Access plans to be created and reviewed as required Information sharing to take place between all agencies involved with the child	SENCOs	As required	All staff aware of the individual needs of pupils they work with.
	Use ICT software to support learning if appropriate.	Make sure software is installed where needed.	ICT Lead teacher	As required	Wider use of a greater variety of SEND resources in classrooms
	Each venue for school trips are checked specifically for accessibility for children with disabilities	Develop further guidance for staff making school trips accessible for all. Ensure each venue is checked for accessibility	Deputy Head/ School Trip Lead SENCOs	As required	All pupils will be able to access all educational visits and take part in a range of activities
	Review P.E. curriculum to ensure that P.E. is accessible to all.	Gather further information on accessible P.E. and disability sports. Seek disabled sports people to come into school.	P.E. Lead	Ongoing	All pupils to be able to access P.E. and be able to excel.

	Classrooms are organized to promote further the participation and independence of all pupils	Assistant Head/ SENDCo to carry out an audit of resources and learning environments to ensure lessons and classrooms are planned to meet the needs of all pupils within each class.	Deputy Head/ SENCos	Annually, unless required more	Children can locate and access learning resources independently
	Liaise with pre-school providers, special school outreach services and settings from which children may be transferring to Surrey Street Primary to prepare for the intake of children with additional needs.	To identify pupils who may need adapted or additional provision.	Early Years Lead and SENCos	Ongoing	Necessary provision will be in place ready for when the child starts school
	To review policies and ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	SLT and Governing Body	Ongoing	All policies clearly reflective inclusive practice and procedure
	To establish and maintain close relationships with parents/carers	To ensure collaboration and information sharing between home and school	SLT, Teaching Staff and Family Workers	Ongoing	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.
	To establish and maintain close liaison with external agencies for pupils with additional needs	To ensure collaboration between all key personnel	SENCos and SEN Administrator	Ongoing	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.

AIM: Improve and maintain access to the physical environment

<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps where necessary • Corridor width • Disabled parking bays • Disabled toilets • Changing facilities • Updated and refurbished medical room • Automatic front doors • Lifts 	<p>Improve the school's physical environment further.</p>	<p>The school will take account of the needs of pupils/ parents/ carers/ staff governors and visitors with physical or sensory impairments when planning and undertaking future improvements and refurbishments such as lighting, colour schemes signage and fittings.</p>	<p>SLT, Business Manager and Governing Body</p>	<p>Ongoing</p>	<p>Evidence that appropriate considerations have been taken wherever school improvements are carried out</p>
	<p>Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.</p>	<p>Create personalized risk assessments and access plans for individual pupils. Liaise with external agencies, identify training needs and implement training.</p>	<p>SENDCos</p>	<p>As required</p>	<p>As full as possible inclusion for all pupils</p>
<p>The School's Leadership Team is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.</p> <p>Access needs are considered during recruitment process</p>	<p>The Governing Body and all staff to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.</p>	<p>Through questions and discussions find out the access needs of parents/carers through newsletter/ Parent forum</p>	<p>SLT</p>	<p>Ongoing</p>	<p>All stakeholders including staff, parents, pupils and governors will have been able to identify any access needs that they have.</p> <p>The Governing Body and all staff will be aware of access needs throughout the school.</p> <p>All staff and governors feel confident their</p>

					needs are met. Parents/carers have full access to all school activities aimed at parents/carers
To make the school accessible to all pupils and adjustments to be made to existing entrances/doors etc.	Any new buildings/ alterations to the school will allow access for all and disabilities will be considered	When alterations are made to the school buildings or additional buildings are designed consideration will be given to disabilities that may limit access	Head/ Governors/ Site manager/ School Surveyor/ Architect	As necessary	New, re-designed and existing buildings are usable by all
	Improve signage and external access for visually impaired people	Yellow strip mark step edges	Site Agent	Ongoing	Visually impaired people feel safe in school grounds
	Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	Head/ SENCOs	As necessary Every September and as necessary	All parents are able to understand information they receive and are able to fill in forms that are sent out. Parents/ carers and pupils feel supported and receive information in a form that they can access.

AIM: Improve the delivery of information to pupils/parents and carers with a disability

Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Auto-translator is available on the website – enabling parents/carers 	Review information to parents/carers to ensure that it is accessible to all	School office and Family Workers to support and help parents/carers access information and complete school forms. Provide information and letters in clear print in 'simple' English	School Office/ Family Workers	On-going	All parents are able to understand information they receive and are able to fill in forms that are sent out. Parents/ carers and pupils feel supported and receive information in a form that they can access
	Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on different formats that are available for visually impaired, dyslexia etc.	SENCOs	On-going	Staff are aware of different formats that will make information more easily accessible for every individual.

to access it in their chosen language					
• Class dojo					

MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

The Accessibility Plan may also be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010

LINKS WITH OTHER POLICIES

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

APPENDIX 1: Accessibility Audit

Description / accessibility		Comments for school use	Person responsible	Date to complete actions by
Number of storeys	4			
Emergency and evacuation	Audio alarm in place and evacuation procedures to alert all pupils and staff in place	Weekly testing of the fire alarm and regular fire alarm tests for staff and pupils to practice evacuation procedures	Site Agent	Ongoing
Furniture	Appropriate furniture and equipment are provided to meet the needs of individual pupils Classroom layouts to be adjusted to allow easy movement for pupils with disabilities			
Corridor access	All corridors are level and are wide enough for wheelchair access	All staff to be made aware of the need to keep corridors clear so that they are always wide enough for wheelchair access	Site Agent	Ongoing
Lifts	2 Lifts are available for pupils, staff and visitors as a mechanical means to move between floors	Regular maintenance checks to be carried out by engineers	Site Agent	Ongoing
Disabled Parking Bays	2	Disabled parking bays are to be kept empty at all times so that it is always available for drivers with disabilities Disabled bays are located closest to the schools main entrance	Site Agent & Office staff	Ongoing
Entrances	All main entrances are accessible to all	Maintenance and continue to be kept clear at all times	Site Agent	Ongoing
Ramps	Where access to the building is via the use of a step, ramps have been installed where possible.	Maintenance and continue to be kept clear at all times Steps to be marked with contrasting colour edging	Site Agent	Ongoing
Toilets	We have 8 toilets that are designed for use by disabled people.	Maintenance	Site Agent	Ongoing
Reception Area	Doors open automatically when they are approached Doors are wide enough for wheel chairs to fit through The exit button is positioned at a level that is		Site Agent	Ongoing

	<p>suitable for those in wheelchairs</p> <p>Seating is available to that people waiting are able to sit down and be comfortable</p>			
Internal signage	There is signage throughout the school	Ensure that signage is adequate for everyone	Site Agent	Ongoing
Emergency escape routes	All emergency escape routes are kept clear and are accessible at all times	Maintenance and ensure these are kept clear at all times	Site Agent	Ongoing