

# Accessibility Policy and Plan



**Period Covered: 2016 - 2019**

**Review Date: Jan 2017 / Jan 2018**

**(Most recent review Jan 2018)**

**Audit of Impact: Jan 2019**

## **Introduction**

This Accessibility Statement and Accessibility Plan comply with the Equality Act 2010: Schedule 10, Paragraph 3.

Exeter – a learning community is committed to providing an accessible environment to all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual and cultural needs. It is committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, respect and inclusion.

Exeter – a learning community plans, over time, to improve accessibility for all pupils, staff and visitors to the school.

## **Definition of disability**

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to-day activities.

## **The Accessibility Plan will contain actions that will:**

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

An Accessibility Plan has been drawn up to cover a three-year period and will be reviewed annually.

## **School Context**

Exeter – a learning community is a larger than average primary school with FS1, FS2 and Key Stage 1 in the main building and Key Stage 2 located in the Stembridge Building. The main building has wheelchair access. The Stembridge Building is two-storey building and there is wheelchair access on the ground floor. When planning the allocation of classrooms for the start of each new academic year, consideration will be given to the needs of pupils who would find accessing the upstairs classrooms difficult. If necessary, it would be appropriate to re-locate the relevant year group to the ground floor. In year admissions would need to be considered on a case by case basis. We are committed to making reasonable adjustments to ensure access to our school facilities for all pupils.

Currently, we have pupils in school with disabilities such as autism and cerebral palsy. Where we require additional support to meet a child's needs, we will contact external professionals for advice so that we are best able to support the needs of these children.

Exeter – a learning community

Accessibility Plan

Reviewed Jan 2018

| Targets  | Strategies                 | Success Criteria  | Timeframe | Responsibility | Actions to Date<br>(Red denotes 17-18 actions)   |
|--|----------------------------|---|-----------|----------------|--|
| Increasing the extent to which disabled pupils can participate in the school curriculum.         |                            |   |           |                |  |
| To update staff training on working effectively to support children with disabilities and SEN.   | Training in staff meetings | Teachers will be confident in the ways they can effectively support children with disabilities and SEN. | Ongoing   | SENCO          | To date: Communication Friendly Schools, Dyslexia, ASD and Speech and Language Training has been provided. To review as part of CPD – especially for new staff.<br>CPD audit for staff.<br>Staff training provided on:<br>Dyslexia – 16 <sup>th</sup> Jan 18<br>ADHD – 23 Jan 18 |
| To ensure that TAs are trained to effectively deliver interventions and support to SEN children. | Training time              | TAs deliver a range of interventions effectively. They are confident at supporting SEN children.        | Ongoing   | SENCO<br>SLT   | To date:<br>Read Write Inc Phonics training<br>Colourful Semantics<br>CPD audit for staff.<br>Staff training provided on:<br>Dyslexia –<br>ADHD –<br>TA training on Precision Teaching –<br>Training plan in place   |

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| To ensure that all children can access before and after school clubs.   | Review after school provision so that all children can access after-school clubs. | All children, including those with disabilities, will be able to access after school clubs. | May 2018             | SENCO<br>Breakfast and Tea-Time Lead | Children with additional needs have been supported through 1:1 support to ensure they can access wrap around care.<br><br>Visual structure and calm spaces implemented for pupils with additional needs as appropriate. |
| Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school. |   |   |                      |                                      |   |
| To ensure ramps are fitted to external doors to aid wheelchair access.  | Audit of environment.   | Ramps will be fitted to external doors as necessary.  | Ongoing              | SENCO                                | To date:<br>Ramps have been fitted to the necessary doors in FS1 to aid wheel chair access.<br>Ramps no longer requires in FS2.   |
| To ensure that, where wheelchair access is required, classrooms are easy to navigate and unnecessary furniture is removed.  | Audit of environment  | Classrooms will be clear of unnecessary furniture and support wheelchair access.            | Ongoing              | SENCO<br>Class teacher               | To date:<br>FS1 classroom layout adapted to facilitate wheelchair access.<br>Year 1 classroom has now been adapted as appropriate.  |
| To ensure that that the chair lift from the main corridor to the hall is in good working order.   | Audit of environment.   | The chair lift will be working in order to aid access to the hall.                          | As soon as possible. | Site supervisor/Compliance manager.  | To date:<br>Attempts have been made to repair the chair lift. Issues still ongoing.<br>Ramp is now in good working order.   |

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| To ensure that the school environment is appropriate to support pupils with visual impairments.  | Audit of the environment in conjunction with the Visually Impaired Team. | Pupils in FS2 will be able to safely navigate the FS2 environment.                    | SENCO<br>VI Team |             | To date:<br>Learning environment adapted in line with VI team recommendations.<br>Close liason with the VI team.<br>PEP in place. |
| Improving the delivery to disabled pupils' of information which is readily accessible to pupils who are not disabled.                                  |  |   |                  |             |   |
| To ensure that all parents and other members of the school community can access information that is provided to non-disabled members of the community. | Written information will be provided in alternative formats as required. | Parents and members of the school community will have access to accessible documents. | As required      | As required |   |