



Alverton Primary School **Accessibility Plan 2020 – 2023**

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality 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 have regard to the Equality Act 2010.
- Our setting:
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on their ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for Disabled Pupils to the School Curriculum

- Both staff expertise and the environment enable all pupils to access the full curriculum and maximise their progress from their individual starting points.

Improving Access to the Physical Environment of the School

- Accessible signage is used throughout the site.
- External and internal environments are accessible for those who are hearing or visually impaired.
- An alternative method of safe access is provided to the lower playground.

Improving the Delivery of Written Information to Disabled Pupils

- Information provided is accessible to all.

Financial Planning and Control

The Headteacher and the governing body will review the financial implications of the Accessibility Plan as part of the normal budget review process.

Alverton Primary School Accessibility Action Plan (updated January 2021)

Compliance with the Equality Act					
Accessibility Outcome	Action to Ensure Outcome	Who responsible	Time Frame	Notes	RAG
Whole school community aware of issues relating to equality.	SLT to review progress against the year's development points for the Single Equality Scheme, complete EIAs, set the action plan for the next year and share with the school community.	Headteacher Deputy Head SLT	December annually	Progress has been reviewed, an action plan completed for 2021 and a report for governors shared, as well as an annual report of progress in the Friday News.	
Access to the Physical Environment – Statutory					
Accessibility Outcome	Action to Ensure Outcome	Who responsible	Time Frame	Notes	RAG
Ensure that accessible signage is used throughout the site.	More / clearer signs needed for car park. Accessible signage is used as needed at key events. Maps are provided at reception if needed. ✓ Signs are reviewed around the site and increased where necessary. Currently only visual information is available; we will undertake an audit to ensure that audible / tactile information is provided where possible / necessary.	Headteacher / Caretaker Office Staff	Summer 2020	The return to school following Covid-19 meant that additional signage was needed. The parent information pack included a site map, which is also available from reception. We were mindful to ensure that information and signage was accessible to everyone and that there was sufficient information available to enable all the school community to use the site safely.	
Improve internal environment access for hearing impaired people.	Investigate the installation of an induction loop.	Headteacher	Spring 2020	An induction loop has been installed at the reception desk.	
Ensure that there is easy access to the platform lift in the school hall, and that staff who need to use the lift understand how it functions.	The platform lift to be added to the Caretaker's Weekly Checklist to ensure that there are no obstructions preventing its use and that it is functional. To ensure that staff working with children (M) who need to use the lift have adequate training in its use.	Headteacher Caretaker	Spring 2021 Spring 2021		

Improve external and internal environment access for visually impaired people.	Consider whether we need to provide alternative forms of providing information / signage (eg audible, tactile). Nosings need to be painted yellow. Hall steps to have coloured vinyl. Undertake an audit to ensure this is provided where possible / necessary.	Headteacher Office Staff	Spring / Summer 2021		
There is an alternative method of safe access to the lower playground.	Provide handrail(s) on the slope to the lower playground. An alternative ramp is required: Cornwall Council planned works to provide an this and this was costed and agreed but never completed. Cornwall Council to be approached again.	Headteacher Caretaker	Autumn 2020 (and as Cornwall Council works depend)	The ramp to the lower playground is very steep. Cornwall Council have planned, costed and agreed an alternative ramp but this has never been completed. December 2020: Cornwall Council were set to revisit the site but due to COVID this had to be postponed. This was to assess and then install ramp/rails in the lower playground.	
Staff facilities are suitable for use by people with disabilities.	Undertake an audit of staff facilities.	Headteacher	As needed	There is no staff accommodation. In the staffroom, some aspects (eg slip resistant floors) are in place. Staff toilets are accessible for wheelchair users.	

Ensuring Inclusion in the School Community

Accessibility Outcome	Action to Ensure Outcome	Who responsible	Time Frame	Notes	RAG

Access to the Curriculum – Statutory

Accessibility Outcome	Action to Ensure Outcome	Who responsible	Time Frame	Notes	RAG

To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases as needed.	Class Teachers	Ongoing		
Staff are trained to enable full access to the curriculum for all pupils.	Continue to ensure that opportunities are taken for staff to update / undertake training to support pupils' individual needs. Ongoing guidance from specialists eg physiotherapists, OT, SaLT etc.	Headteacher SENDCo	Ongoing	All support staff completed the Helping with Phonics online course run by the British Dyslexia Association during the 2020 lockdown. They also completed the Communication Trust's Introduction to Speech, Language and Communication. Other courses completed included Introducing British Sign Language Online (British Sign) and Focus on SEND (Nasen). We continue to work with our Educational Psychologist, the Speech and Language Team etc.	

Access to Information Advice and Guidance – Statutory

Accessibility Outcome	Action to Ensure Outcome	Who responsible	Time Frame	Notes	RAG
Information provided is accessible to all.	As needed: Ensure the availability of written material and documentation in alternative formats including for those with visual impairments. Staff familiar with IT will be used to share information with people with disabilities. Be aware of the services available through the LA for converting written information into alternative formats, including for the visually impaired and other languages	Headteacher Deputy Head SENDCo Office staff	As required	The website is designed to be easy to navigate with clear sections for pupils, classes etc. If undertaking a redesign, we will consult with parents and pupils.	