



Sherborne C of E Primary School – Access Policy and Plan

Created by: John Moore
May 17, 2017

Date of next review:
May 2021

| Version | Date | Page | Description of Change | Origin of Change |
|---------|------------|------|------------------------------------|------------------|
| 1 | 17/05/2017 | All | Created new Access Policy and Plan | John Moore |
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Monitoring and Evaluation

The Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team will be responsible for ensuring the effectiveness of practice across the school, reporting to the Resources Committee.

Discussed by the staff: May 2017

Signed: _____

Discussed by the Governing Body: May 2017

Signed: _____

Sherborne C of E Primary School's 'Access Plan' has been produced in collaboration with the school community and will advise other school planning documents. The Access Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date or sooner, subject to changes in relevant legislative policy with regards to access.

The Access Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Sherborne C of E Primary School is committed to providing an environment that enables full access to a curriculum that is accessible to all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in keeping with the Equality Act 2010 as regards disability and the need to develop a culture of inclusion, support and awareness within the School.

Sherborne C of E Primary School's Access Plan shows how access is to be improved for disabled pupils, staff and visitors to the School within a given timeframe and, so far as is reasonable, in anticipating the need to make adjustments to accommodate individual needs where practicable. The Access Plan contains:

1. Measures to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers 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 covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
2. Measures to improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
3. Measures to improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. Information will be made available in various preferred formats within a reasonable timeframe.

The Access Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training addresses the need for continued awareness for staff and governors on equality issues in keeping with the Equality Act 2010.

The Access Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policies
- Equality Objectives
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Policy
- School Development Plan

The Access Plan for physical Access relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the School and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Access Plan and therefore some items will roll forward into subsequent plans. An Access Audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Access Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Access Plan will be published on the school website.

The Access Plan will be monitored through the Governor Resources Committee.

The School will work in partnership with any necessary agencies when developing and implementing the Access Plan.

The Access Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

OBJECTIVE: Improve Curriculum Access

| TARGETS | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|---|--|---|------------------|---|
| To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them | Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, INSET | All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by HT | Continuous | Increased access to an appropriate curriculum for all pupils |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation | All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Monitored by HT | Continuous | Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils |
| 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 | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by HT | Continuous | More time available for pupils to participate in curriculum activities |
| Training for Governors in terms of Raising Awareness of Disability Issues | Provide training for governors | Whole school community aware of issues relating to Access Monitored by Chair of Governors | Continuous | Community will benefit by a more inclusive school and social environment |
| To deploy Teaching Assistants effectively to support pupils' participation | Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs | Pupils needs are appropriately met through effective deployment of skilled support staff Monitored by HT | Continuous | All pupils are supported to achieve their full potential |

OBJECTIVE: Improve Physical Access

| TARGET | ITEM TO IMPROVE PHYSICAL ACCESS | ACTIVITY | TIMEFRAME | Cost (est.) |
|--|---|--|--|--------------------|
| Improve the visibility of the pathways around the school in poor light or when night time events take place. | Install lighting that will illuminate the pathways running up to the school entrances. | Existing lighting upgraded after consultation with National Trust. New lighting in porch area. | Summer 2017 | £1000 |
| To improve facilities for pupils who may attend the school in the future with intimate care plans. | Install washing facilities e.g. a shower that will also incorporate the existing disabled toilet. | Suitability bid to make better use of the disabled toilet. | Summer 2020 (or depending on the need of individuals entering the school before this timeframe). | £5000 |
| Hearing Loop installed for all stakeholders and visitors to access information regarding the school. | To install a hearing loop in the school office. | Hearing Loop installed to enable both pupils, staff and visitors access to information regarding the school. | Summer 2020 | £700 |

| OBJECTIVE: Improve the delivery of written information | | | | |
|---|---|--|------------------|--|
| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
| Availability of written material in alternative formats | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | On going | Delivery of information to pupils and parents/carers improved |
| Make available school prospectus, school newsletters and other information for parents/carers in alternative formats. | Review all current school publications and promote the availability in different formats for those that require it. | All school information available for all. School information published on the school website and updated regularly. | On going | Delivery of school information to parents and the local community |
| Survey parents/carers as to the quality of communication to seek their opinions as to how to improve. | Send out survey to parents/carers regarding the quality of communication. | School is more aware of the opinions of parents/carers and acts on this. | Spring 2018 | Parental opinion is surveyed and action taken |
| The school moves towards an electronic method of reporting to parents. | Electronic reporting methods are explored. | The school has explored electronic reporting methods and is knowledgeable about best practice. | Summer 2018 | The school is able to move forward with electronic reporting to parents/carers |