

Worstead CEVC Primary School Accessibility Plan

2018-2021

Section 1: Vision statement

The Equality Act of 2010 requires all schools to have an accessibility plan. The purpose of this plan is to ensure that as a school, we always aim to increase the extent to which disabled pupils can participate in the curriculum; that we improve the physical environment of the school to enable disabled pupils to take better advantage of their education, benefits, facilities and services provided; and to improve the availability of accessible information to disabled pupils.

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

School Mission Statement

Our vision is to be recognised as a happy and caring and compassionate school where everyone has the freedom and inspiration to be the best they can be.

We are committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them. We encourage children to take responsibility for their own learning and to be fully involved in their learning journey.



Aims of the School

At Worstead School, our purpose is to develop our children as independent learners, playing their part as responsible members of the wider community. We seek to equip them with academic and social skills based on their individual needs and ensuring that they are well prepared for secondary school.

We are a caring, Christian school community and our values are:

Respect

We respect each other, ourselves and the world around us. We encourage reverence of the world God has created. We understand the feelings of others and seek to help by showing compassion and forgiveness.

Kindness

We are supportive, warm, friendly and caring and show our love and friendship towards others at all times. We are approachable and willing to listen and show that we go the extra mile to help and be of service to others.

Ambition

We inspire each other by offering hope and encouragement and by setting a good example through our own behaviours. We are creative and innovative and use our special gifts to express original ideas and solve problems.

Curiosity

We are inquisitive, curious and keen to understand. We share our awe and wonder of the world around us.

Resilience

We are independent learners and people. We show endurance, courage and hope by persevering in all things. We are confident in our own abilities and willing to try new things, as well as being confident in those around us.

We believe children will achieve these aims by experiencing:

- ❖ A safe, secure, stimulating and inclusive learning environment
- ❖ A broad, balanced, child-centred curriculum which reflects the community in which we live, work and the wider world
- ❖ High quality creative teaching which supports and challenges all learners
- ❖ An ethos which is underpinned by Christian values
- ❖ An opportunity to reflect upon their own and others' beliefs, cultures and values
- ❖ A learning partnership between school, parents, carers, governors and the community
- ❖ Challenging, age appropriate opportunities to develop spiritual, moral, social and mental well being

To ensure we meet our aims, we:

- ❖ Shall give high priority to well-being for all
- ❖ Place safeguarding at the forefront of all we do
- ❖ Regularly evaluate the effectiveness of teaching, learning and the personal progress of every child
- ❖ Have a coherent and relevant programme of professional development for all staff
- ❖ Ensure learning resources are up to date and financial resources are well managed
- ❖ Provide opportunities for children to explore Christian beliefs, morals and values through both teaching and educational visits
- ❖ Provide opportunities for children to express their views through the school council, Eco Council and Looking For Learning group
- ❖ Celebrate children's achievements and attendance
- ❖ Through good communication with parents/carers, governors and the community, involve them in school life

This accessibility plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility 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 Accessibility 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 Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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

Relevant training for staff will be offered in staff meetings and reference made to the Equality Act.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	In the past, children with disabilities (particularly visually impaired children) have been well supported to access all areas of the curriculum, with support from outside agencies and through equipment. There are currently no children with disabilities on roll.			Nick Read	To be reviewed each academic year.
Improve and maintain access to the physical environment	There is a pathway with webbing at the side of the main driveway to enable buggies and wheelchairs to access the school.	The pathway becomes covered in gravel from the driveway and is not an ideal surface for wheelchairs or buggies with small wheels.	Look into re-surfacing the driveway and car park with tarmac.	Establishment Committee	September 16
Improve the delivery of written information to pupils	Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.	Ensure that families with EAL can access school information.	Seek support from the MAAS and provide key school information in a range of languages. Key texts to be translated using Mantralingua pen. Staff to attend training.	Nick Read	September 16

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is a two storey building with narrow corridors and several access points from outside. All classrooms and teaching areas are located on the ground floor. The hall is on the ground floor and is accessible to all. Children are not allowed upstairs due to fire regulations.	Ensure that classrooms which do not have alternative fire exits have opening windows on all sides.	Establishment Committee H+S governor	March 2016
Corridor access	Classes in the main building can access the corridor. One class has to cross the hall.			
Lifts	There are no lifts.			
Parking bays	Disabled access is via the main playground. There is a marked disabled space.	See below.		
Entrances	The main school entrance is wide and is accessible by wheelchair users. Likewise, the new classroom is at ground level and accessible.	The driveway and main entrance is shingled and would benefit from being tarmacked in the future.	Establishment Committee	September 16
Ramps	There is a ramp leading directly from the car park to the hall and also from the boys' toilets to the playground (this is also a fire exit).	The ramp leading from the boy's toilets onto the playground will require repair in the next three years.	Establishment Committee	April 19
Toilets	There are two toilets with disabled access; one in the main building next to the school office and one in the new classroom on the playground. Both of these are fitted with a handrail and a pull emergency cord.			
Reception area	The main reception area is accessible.	Consider lowering the hatch is need arises.	Nick Read	To be reviewed each academic year.
Internal signage	The school has internal emergency signage	Low ceiling on stairs to be more clearly marked.	Nick Read	March 2016

Emergency escape routes	Escape routes are clearly marked and children and staff with disabilities are supported through and Personal Evacuation Plan (PEEP).			
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