



## Robert Shaw Primary and Nursery School

### Accessibility Plan 2020 - 2021

#### Purpose of the Plan

The purpose of this plan is to show how Robert Shaw Primary and Nursery School intends to secure appropriate access to the school for all disabled pupils.

At Robert Shaw, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves to their full potential. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

#### Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

#### Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He/She has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Governing Body of the school to secure appropriate access to education for disabled pupils in the three required areas of: curriculum, environment and information.

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education;
- Improving the delivery of information to disabled pupils, which may entail altering information which is typically is provided in writing e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable time frame.

Robert Shaw Primary and Nursery aims to treat all stakeholders, including pupils, staff, governors and other members of the school community favourably and wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

### Contextual information

The school campus comprises of playgrounds and buildings which are fully compliant with the DDA regulations and are accessible for wheelchair users. The school has a number of ramped accesses to the building and to the outside areas. The main school building has two storeys, with the hall, dining room and KS1 classrooms on the ground floor. There is no lift access to the first floor, where the KS2 classrooms are, however there is a KS2 classroom on the ground floor, which can be used to accommodate pupils with disabilities. The EYFS building and play area is fully accessible for wheelchair users, and the Pastoral Hub has ramped access. All buildings on the campus have disabled toilet facilities, and there is an accessible shower room within the main school building.

### Additional Needs and Disabilities at Robert Shaw Primary School

The school has children with a range of disabilities and significant medical needs. When children enter school with specific disabilities, the school contacts the relevant Local Authority or health professionals for assessments, support and guidance for the school and parents.

We have many children who have asthma and all staff are aware of these children. Most inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances and these are included on the 'list of pupils' needs' kept on the school server.

All medical information is collated and available to staff. We have competent First Aiders who hold current First Aid certificates and staff trained in Paediatric First Aid. Prescribed medication is kept in the fridge in the office, which has easy access for First Aiders and staff members whilst also being a secure location out of pupils' reach. Administration of Medicines consent forms are filled in by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

Objectives	Strategies	Outcome	Timeframe	Who
<b>Equality and inclusion</b>				
To ensure that the accessibility Plan becomes an annual item at the Governors meetings.	Clerk to governors to add to list for Governors meetings.	Adherence to legislation.	Annually	HT/DHT
To improve staff awareness of disability issues.	Review staff training needs. Provided training for members of the school community as appropriate.	Whole school community aware of issues.	On-going	SENDCO/DHT
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	All staff who are responsible for reviewing policies
<b>Physical environment</b>				
To ensure that, adjustments to the school buildings and grounds maintain accessibility for all children and adults.	Audit accessibility of school buildings and grounds by Governors when making building adjustment.	Modifications will be made to building/development proposals to maintain access.	On-going	HT/DHT/School Caretaker
To ensure building upkeep/maintenance takes account of accessibility requirements.	Maintain step edgings/outdoor ramps/footpath, ramps/signs etc. to a good standard to secure ongoing suitable access.	Ongoing school upgrade and maintenance will meet requirements of DDA.	On-going	HT/DHT/School Caretaker
<b>Curriculum</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going	SENDCO/DHT

To ensure that all children are able to access, as far as is safe to do so, all out of school activities, e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out of school education will comply with legislation to ensure that the needs of all children are met.		All staff
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed, e.g. special pencil grips, headphones etc.	Children will develop independent learning skills.	Reviewed termly by SENCO	SENDCO
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as a needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually	SENDCO/Class teachers
<b>Written/other information</b>				
To ensure that parents/carers who are unable to attend school, because of a disability, can access parent/carers evenings.	Staff to hold parents'/carers evenings by phone or send home written information.	Parents are informed of children's progress.	Twice a year	SENDCO/Class teachers
To develop information gathering processes.	To gather information about our disabled pupils, parents and carers and staff in order to highlight priority areas of school policy.	Our information will be updated on a yearly basis through a Disability Equality Questionnaire. The results will be analysed, priorities identified and policies and practices amended accordingly.	Disability Equality Questionnaire to be distributed Summer 2021. An analysis and action plan for amendments to be created by Autumn 2021.	SENDCOs