



## Shotton Hall Primary School

Working together to

**SHINE**

**Successful, Happy, Inspired and Nurtured towards Excellence**

# **ACCESSIBILITY Policy and Plan**

## **June 2024 - June 2027 reviewed annually**

Ratified by the governing body on: June 2024

Next Review: September 2025

Signed J Bowmaker      HT  
T Watson              COG

*This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.*

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Shotton Hall Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. As a PFI school this will be done in collaboration with the provider- OCS.

3. The Accessibility Plan will be drawn up to cover a **three year period**. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies are reviewed, a section relating to access will be added regarding Equality and Diversity.

In line with our accessibility plan, adaptations will be made to the curriculum to enable all pupils including those with disabilities to access the full curriculum' (JB)

The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access". (JB)

7. The School Brochure will make reference to this Accessibility Plan. (JT)

8. The School's complaints procedure covers the Accessibility Plan. (KM)
9. Information about our Accessibility Plan will be published on our website. (JE)
10. The Plan will be monitored through the Behaviour and Safety Committee of the Governors but will be referred to in the Standards and Achievement Committee regarding access to the curriculum. (JB)
11. The Plan will be monitored by Ofsted as part of their inspection cycle.
12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

April 24

## Improving the physical access at SHPS

item	area	Task	Timescale	cost	impact
1	Signage	Additional signage around day gate to ensure all visitors can access the school easily	Achieved	£200	Safe access to school premises
2	Door access	Ensure all class doors, fire doors and exit doors open and close smoothly Ensure doors lock from inside room in line with emergency lockdown procedure	Achieved Ongoing	Work with OCS PFI provider	Safe space for all in emergency situation
3	Automatic door access	Ensure main foyer door opens slowly and smoothly and does not come into contact with wheelchair user	Achieved Ongoing monitoring	Cost to PFI provider	Safe use
4	Lighting	Ensure outdoor lighting is appropriate on dark evenings to car parks.	Achieved Ongoing monitoring	Cost to PFI provider	Safe access in vulnerable area
5	Disabled toilets	Ensure disabled toilets x3 are kept clear and free from storage.	Ongoing monitoring	none	Immediate use
6	School entrance	Clear sign at wheelchair height to ring for attention to small window between hours of 9.15-3 pm	Achieved Ongoing monitoring	none	Access simple
7	Heart space	Sufficiently wide and clear walkways for wheelchair access to all classes and toilet	Achieved Ongoing monitoring	none	Safe access
8	Parents and pupils needing support to access the building via the staff car park	Where needed access to the staff car park will be offered- this will be on a short term basis reviewed half termly	Achieved Ongoing monitoring	Time to consult with DCC equalities team, specialist support and parents and carers	Safe and convenient access for those most in need

9	The whole school environment is maintained in a tidy, organised and orderly fashion to ensure there are no obstructions.	All equipment stored in appropriate safe and orderly areas.	Achieved Ongoing monitoring	Changes of use of areas due to covid guidance	Safe access
10	Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations  Consult SENCO for advice and guidance  Ensure teachers are aware of the relevant issues and can ensure that pupils have equality of access to life- preparation learning. The use of other professional partners will be made available.	Achieved Ongoing monitoring	Staff CPD programme within school's budget  Discussion of case studies 1-1 on need to know basis	Greater knowledge and awareness of meeting needs- improved provision
11	Classrooms are 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  Ensure lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Achieved Ongoing monitoring	none	Familiarity of classrooms across school  Environment meets all pupils needs

12	Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Within staff CPD achieved and ongoing	Staff upskilled in meeting specific needs
13	Security to building for all visitors and users	InVentry system is located in an accessible area in the foyer and it is accessible for wheelchair users	Achieved Ongoing monitoring		All visitors and staff in school are accounted for
14	Thermal imaging cameras in heart space	Use of thermal imaging cameras for all pupils to identify pupils unwell and/or potentially covid carriers	Achieved Ongoing monitoring	£7,536	Pupils and staff remain healthy and well
15	CCTV installation	Installation into heart space and reception area to ensure all pupils are safe and accessing learning areas appropriately	Achieved Ongoing monitoring	£11,659	School community is safe. Use of CCTV in lockdown
16	Use of tannoy	Communicate with school and in classes to ensure information is clear and understood by all	Achieved Ongoing monitoring	Adaptations to tannoy to close off outside tannoy when messaging classes only	
17	Staggered start and finish times	In response to covid pupils arriving and exiting at staggered times to ensure the safety of all and easy accessibility without crowding to the site.	Achieved Ongoing monitoring	Time	All pupils arrive/exit site safely
18	Wearing of masks on the school site	In response to covid all visitors including parents and carers are	Achieved Ongoing monitoring	Staff supervision of site	

		asked to wear a mask (medical exemptions allowed)			
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## Improving the Curriculum Access at SHPS

item	activity	Task	Timescale	cost	impact
1	Clubs ASC and BC (not during covid pandemic)	Ensure all pupils have access to all clubs on offer and good provision is made to participate within the abilities of the individual	Achieved Ongoing monitoring	none	All pupils participate at their level
2	All pupils are able to participate in the wider learning including leisure and cultural activities	Collaborate with parents/carers to ensure all pupils access the wider curriculum. Work in partnership to overcome barriers to access eg. Parent accompanying pupil on visit or designated staff using car to transport pupil to/from an event	Achieved Ongoing monitoring	Staff time to work with parents  HT/SENCO time to consult with outside providers	A full curriculum is enjoyed by all
3	Provide specialist materials to enable pupils to access the curriculum	Pupils are supported to access all aspects of the curriculum using specialist equipment either hired or bought for the specific use of the pupil. Decisions on equipment needs are made with the advice of specialist services and parents/careers and SENCO.	Immediate effect achieved and ongoing	Within the school's budget, the school fund and the pupil premium and sports allowance, aso within the SEND allowance.	Pupils needs are well met
4	Provide specialist staffing	Pupils needs will be assessed using specialist advice and guidance and staffing will be allocated appropriately to meet pupils needs	Achieved Ongoing monitoring	Within staffing budget/additional funding Use of agency provision appropriate to pupils needs	Pupils needs are well met

5	Parents/carers requiring support to aid children's learning will be given advice and guidance from class teachers and SENCO	Parent consultations and interim meetings will be used as a tool to identify areas where parents and carers may require support. Parent information sessions on a range of curriculum subjects.	Achieved Ongoing monitoring	Time to work with parents and carers	Pupils needs are well met by both home and school
6	Use of Class Dojo	Parents communicate with teachers regarding their child's learning via dojo	Achieved Ongoing monitoring	Free resource	

## Improving the delivery of written information at SHPS

item	activity	Task	Timescale	cost	impact
1	Communicating events	School events will be shared via weekly newsletter via the school website and facebook. Changed font to aid reading sections. Images to identify themes. Staff available to be readers for those with difficulty reading (identified sensitively by HT) Copy of news in foyer for reference	Achieved Ongoing monitoring	Time for HT to write newsletter and admin to print and distribute	Delivery of information to disabled pupils improved
2	communicating	Regular newsletters home for events organised in class	Achieved Ongoing monitoring	Time for admin/ working with teachers	



3	Communicating	Use of website and facebook to speedily inform parents of changes and share pertinent information	Achieved Ongoing monitoring		
4	Communicating	Use of teachers to parents text service to speedily inform parents/ carers	Achieved Ongoing monitoring	£1560	
5	Availability of staff to talk to	Availability of staff to discuss child's needs via dojo or phone (covid 19)	Achieved Ongoing monitoring	Teachers time	
6	Translation service	We have access to DCC translation service if required to support service users speaking other languages	Achieved Ongoing monitoring	None- use as required	
7	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats <b>when specifically requested</b>	Achieved Ongoing monitoring	Reliance on effective school intelligence to identify vulnerable people to support	Delivery of school information to parents and the local community improved
8	Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials	Achieved Ongoing monitoring	Cost of IT equipment to be agreed- from schools budget	Delivery of school information to pupils & parents with visual difficulties improved.

