



# **Sharples PRIMARY SCHOOL**

## **ACCESSIBILITY PLAN**



At Sharples Primary School we set out to ensure the Equality and Diversity Act 2010 supports the removal of barriers in every area of school life for disabled children and adults. This aim is also underpinned by the School's Mission Statement and other policies to ensure that all pupils, their families and also employees are given equality of opportunities.

<b><u>PHILOSOPHY</u></b>	<b><u>PRINCIPLES</u></b>	<b><u>PROCEDURES</u></b>	<b><u>PERFORMANCE</u></b>
<b>We believe that:</b> All pupils should have full access to a broad, balanced, relevant and differentiated curriculum including the National Curriculum.	<b>We will ensure:</b> <input type="checkbox"/> That the curriculum is adapted, where required to allow all pupils to have access to the curriculum.	<b>In detail, we will:</b> <input type="checkbox"/> Ensure that in all lessons adaptive teaching strategies are used sufficiently to allow for full access by all pupils.	<b>We will:</b> <input type="checkbox"/> Evaluate our lessons and identify the targets and steps to be taken to allow access to the curriculum for all pupils.
The physical environment of school should allow for accessibility for all.	<input type="checkbox"/> Physical, visual or hearing impairments are not barriers to pupils, staff or visitors within Sharples Primary School. <input type="checkbox"/> Health and safety issues fully take into account the needs of pupils, staff and visitors with impairments. <input type="checkbox"/> The facilities of the school meet, or are adaptable enough, to meet the needs of all pupils, staff and visitors.	<input type="checkbox"/> Carry out an access audit of the school premises which will identify barriers to access to pupils, staff and visitors with impairments. <input type="checkbox"/> Include within health and safety/ safeguarding meetings an agenda item that focuses on access issues. <input type="checkbox"/> Within the School Development Planning process, identify issues of accessibility for pupils, staff and visitors with an impairment.	<input type="checkbox"/> Produce outcome targets that will outline the steps to be taken to improve access to the physical environment of the school for all pupils, staff and visitors.

<b><u>PHILOSOPHY</u></b>	<b><u>PRINCIPLES</u></b>	<b><u>PROCEDURES</u></b>	<b><u>PERFORMANCE</u></b>
<p><b>We believe that:</b></p> <p>Clear communication – including written, visual and spoken, is vital if the needs of pupils and visitors whose first language is not English or who have a reading or visual impairment, are to be fully met.</p>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>□ Make every effort to ensure that communications within and between school and home are accessible to all.</li> </ul>	<p><b>In detail, we will:</b></p> <ul style="list-style-type: none"> <li>□ Seek the advice of the visual impaired services in adapting communications within school and between home and school.</li> <li>□ Use other formats for communication, e.g. talking books with those parents who may have a reading difficulty.</li> <li>□ Liaise with interpretation services where parents/pupils whose first language is not English, require their assistance.</li> </ul>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>□ Produce outcome targets that will outline the steps to be taken to improve communications between pupils and parents.</li> </ul>

**APPENDIX 1**  
**IDENTIFYING BARRIERS TO ACCESS (AUDIT)**

<b>QUESTION/ISSUES</b>	<b><u>YES/ NO</u></b>	<b><u>COMPLETED</u></b>	<b><u>IN PROGRESS</u></b>	<b><u>NOT YET ADDRESSED</u></b>
1. Are school visits made accessible to all pupils irrespective of attainment or impairment?	<b>Yes</b>	√		
2. Are there preparation for entry into school? Admissions.	<b>Yes</b>	√		
3. Are pupils all taught according to their need?.	<b>Yes</b>	√		
4. Is there a homework policy in place?	<b>Yes</b>	√		
5. School discipline/behaviour procedures	<b>Yes</b>	√		
6. Exclusion procedures.	<b>Yes</b>	√		
7. School clubs and activities open to all.	<b>Yes</b>	√		
8. School trips open to all	<b>Yes</b>	√		
9. The school's arrangements for working with other agencies.	<b>Yes</b>	√		
1. Do you ensure that teachers and teaching assistants have the necessary training to teach and support all pupils?	<b>Yes</b>			
2. Do staff recognise and allow for the mental effort expended by some pupils, for example using lip-reading?	<b>Yes</b>	√		
3. Do staff recognise and allow for the additional time required by some pupils to use equipment in practical work?	<b>Yes</b>	√		
4. Are there high expectations of all pupils?	<b>Yes</b>	√		
5. Do staff seek to remove all barriers to learning and participation?	<b>Yes</b>	√		
6. Access to the curriculum.	<b>Yes</b>	√		
7. School policies, e.g. anti-bullying, SEN policies, health and safety.	<b>Yes</b>	√		

**IDENTIFYING BARRIERS TO ACCESS (AUDIT)**

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1. Do all external entrances to the buildings allowing wheelchair access?	<b>Yes</b>	√		
2. Are all playgrounds accessible to wheelchairs?	<b>Yes</b>	√		
3. Are all classrooms accessible to wheelchairs?	<b>Yes</b>	√		
4. The movement of children inside the buildings. All areas accessible.	<b>Yes</b>	√		
5. The movement of children outside and around the buildings.	<b>Yes</b>	√		
6. School Meals provision – access to tables/chairs.	<b>Yes</b>	√		
7. Collective worship – access to assembly hall.	<b>Yes</b>	√		
8. P.E. equipment. – access	<b>Yes</b>	√		
9. Toilets – access, also access for parents to use changing facilities and disabled toilet off the hall.	<b>Yes</b>	√		
1. Do lessons provide opportunities for all pupils to achieve?	<b>Yes</b>	√		
2. Are lessons responsive to pupil diversity?	<b>Yes</b>	√		
3. Do lessons involve work to be done by individuals, pairs, groups and the whole class?	<b>Yes</b>	√		
4. Are all pupils encouraged to take part in music, drama and physical activities?	<b>Yes</b>	√		
5. Do staff provide alternative ways of giving access to experience	<b>Yes</b>	√		
6. Do you provide access to computer technology appropriate for students with disabilities?	<b>Yes</b>	√		
7. Does the teaching and learning policy and practice consider access?	<b>Yes</b>	√		

8. Does classroom organisation consider curriculum access?	<b>Yes</b>	√		
9. Does lesson timetabling consider access where appropriate	<b>Yes</b>	√		
10. Assessment and examination arrangements.	<b>Yes</b>	√		
11. Preparation of pupils for the next phase of education.	<b>Yes</b>	√		

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1. Do you provide information in simple language, symbols, large print, talking books, or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	<b>Yes</b>	√		
2. Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, interactive apps and describing diagrams?	<b>Yes</b>	√		
3. Do you have the facilities such as ICT to produce written information in different formats?	<b>Yes</b>	√		
4. Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	<b>Yes</b>	√		
5. Do School announcements consider access to all?	<b>Yes</b>	√		
6. Are the school's arrangements for all external signs for visitors adequate in terms of accessibility?	<b>yes</b>	√		
7. Are the school's alarms accessible to all?	<b>Yes</b>	√		

## APPENDIX 2

### **AIM: TO IMPROVE THE ACCESS TO SCHOOL FOR ALL PUPILS, STAFF AND VISITORS**

Lead Person(s)/Team: The Senior Leadership Team and Governing body

#### ✦ ACCESS ACTION PLAN

<u>AUDIT INFORMATION</u>	<u>OBJECTIVES</u>
<b><u>Physical Access:</u></b>	✦ SLT/Site manager to monitor classrooms regularly and ensure physical access. Feedback to staff following formal inspections. (ONGOING)
<b><u>Curriculum Access:</u></b>	<ul style="list-style-type: none"><li>✦ Ensure lesson planning in all subject addresses the issue of inclusion.</li><li>✦ Effective use of Learning Plans and Pupil Passports during lessons (To continue to be monitored by SENCo and reviewed termly)</li><li>✦ Raise staff awareness when addressing inclusion issues in all curriculum subjects, providing an inclusive classroom environment. (ONGOING AND ADAPTING AS NEEDED)</li><li>✦ Monitor classroom and lesson organisation for access issues during lesson observations. (To be monitored on observation cycles)</li><li>✦ To consider the SEMH needs of all pupils and ensure regular training and support for all staff to support pupils with SEMH needs to ensure they have full access to all aspects of the curriculum and school life.</li></ul>
<b><u>Information Access:</u></b>	<ul style="list-style-type: none"><li>✦ Investigate and develop information access arrangements, including internal and external signage, newsletters, prospectus, and the school notices.</li><li>✦ Improve the range of media and arrangements for communicating with parents. (Ongoing)</li><li>✦ Raise the awareness amongst staff of the alternative technology and practices developed to assist people with disabilities.</li></ul>

