

SCOTT PRIMARY SCHOOL - ACCESSIBILITY PLAN - Autumn 2023 - Autumn 2027

Statement of intent

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing board of Scott Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person 'has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities'.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the school must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers. Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

1. Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	HOW WILL THE IMPACT OF THE OBJECTIVE BE MONITORED	TIMEFRAME	ACHIEVEMENT
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	By Headteacher and/or PE subject leader through observation of sports providers.	Ongoing	Increase in access to all school activities for all pupils.
Increase Awareness of Disability and Equality Issues.	<p>To promote positive role models and heroes that our children can relate to, and reflect diversity in terms of race, religion, gender, sexual orientation and disability.</p> <p>Ensure that the curriculum and displays (in both the classrooms and corridors) reflect diversity.</p> <p>Provide training/information for staff. Discuss perception of issues with staff to determine the current status of school.</p> <p>Assemblies will, at times, focus on disability (linked to our Values). E.g. Anti-bullying week .</p> <p>Use of Aspire to Be posters.</p> <p>Odd Socks Day</p> <p>Mental Health Day</p> <p>Diverse Authors of the Month in the library.</p> <p>Increase opportunities for visitors to the school.</p> <p>Increase opportunities for visits outside of school.</p> <p>To celebrate and recognise cultural development and understanding through our Character Education programme.</p> <p>Everyone has the right to be treated with respect and feel safe. We do this through our PSHCE scheme of work.</p> <p>Through this children will also learn about discrimination.</p> <p>To review the range of books in the library that show different family units including same-sex couples.</p>	Diversity is reflected through the curriculum and displays throughout the school.	By Headteacher through 'drop ins' and lesson observations. Monitored during learning walks and through PSHE. Monitored through link governor visits.	Ongoing	Increase in pupil participation, confidence and positive identity, and a greater understanding of the world around them.

To strengthen staff understanding of inclusion.	Provide training/information 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, Disability and Equality.	Included on SDP and monitored during link governor visits, and any issues or good practice recorded on visit reports and fed back at governor meetings.	Ongoing	Staff will have an excellent understanding of inclusion.
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2. Improving the Physical Access

LOCATION	ISSUE	ACTIVITY	TIMEFRAMES	Cost (est.) £	RESPONSIBILITY OF:
2.2. Bathrooms	To ensure that children with weak muscle tone are able to turn on/off the taps.	Replace all taps with sensor taps.	By Dec 24 on a rolling programme	£3.000	Facilities and Premises manager
2.5 To be aware of the access needs of disabled children.		To create access plans/Risk Assessments/Personal Evacuation Plans for individual disabled children Ask for feedback with regards to any problems with access to any areas of the school from parents of disabled pupils.	Ongoing		Head teacher & Governors

3. Improving the Delivery of Information

TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIMEFRAME	ACHIEVEMENT
3.1 Ensure learning resources are accessible to all pupils with SEND	Conduct an audit of learning books, sheets, ICT equipment and reading books to ensure they are full accessible to all pupils.	Improved access to the curriculum for SEND pupils	Head teacher & Staff	Ongoing	Our disabled pupils have better access to the curriculum and their outcomes are improved

3.4 Visibility of information (including signage) on display in school	All information is presented in a reader friendly format. DOJO can be translated into different languages. Staff assist non – reading parents. Visual timetables & Now & Next charts are used for children who need them. EAL Lead supports children new to English.	All pupils and parents can access information and feel included.	Head teacher/ Staff/ Governors	Ongoing	The school is inclusive for our disabled pupils/ parents.
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Monitor and Review of the Accessibility Plan

The Plan is valid for 4 years and will be regularly monitored and updated annually as part of the ongoing audit of practice and development within the school.

Date 06/12/2023

Date 10/06/2024

Signed A.Barker (Head teacher) **Signed** M.Redford (Governor)