

Sir John Cass's Foundation Primary School



Accessibility plan

Date adopted	Spring 2018	Notes School Policy
Last Reviewed	2018	
Review Cycle	Every 3 years	
Review by	Senior Leadership Team	

1. At Sir John Cass's Foundation Primary School, 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 all that they are able to. 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.
2. 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.
3. 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".
4. According to the Equality Act 2010 a person has a disability if:
 - a. He or she has a physical or mental impairment, and
 - b. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities
 - c. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
 - d. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
5. This accessibility plan is linked to the following policies and documents:
 - a. Risk assessment policy
 - b. Health and safety policy
 - c. Equality information and objectives (public sector equality duty) statement for publication
 - d. Special educational needs (SEN) information report
 - e. Supporting pupils with medical conditions policy
 - f. Curriculum policy
 - g. Behaviour policy

Accessibility of the School

Sir John Cass's Foundation School is a I form entry school with a Children's Centre and daycare facilities attached. The building is Georgian and has many original and listed features that cannot be altered. We will endeavor to make the facilities and environment as accessible as possible. For example, our kitchen and dining facilities are on the top floor. In the event that we have pupils who cannot access the dining room we will use the dumb waiter to bring food to the children.

The building is accessible by two entrances, both of which are wheelchair accessible. There is no lift access in the building and many of our meetings and events take place in the hall which is on the first floor. If there are visitors or pupils who require wheelchair access to school events, we may, if given advance notification be able to move some of them however this may not be possible in all instances.

Participation in the school curriculum

Item	Activity	Timescale	Cost
Learning environment	Classrooms are organised to promote the participation and independence of all pupils SENCO to lead review of learning environment from inclusive perspective	Reviewed annually	Staff meeting time Admin time Resources as appropriate
Provision Maps	SENCO to lead updating of provision maps in 4 areas based around code of practice.	Reviewed termly	Admin time
Resources	Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.	Reviewed annually	Admin and resources
Resources	Maths leader to review concrete resources used in Maths. Trial approaches to make more inclusive e.g. use of fewer more common resources e.g. all counters same size and colour for teaching one to one correspondence.	Reviewed annually	Release time Staff meeting time Resources as appropriate

Training & links	Provide appropriate and relevant ongoing training all staff on matters of inclusion	Reviewed annually	Training budget
Ensure access to the curriculum for pupils with a disability	All lessons to be differentiated according to pupils' abilities. Targets are set for every individual child according to their need and reviewed on a termly basis. Additional resources to be made available according to individual needs, as far as reasonably possible. Risk assessments and accessibility audits carried out for external visits.	Reviewed termly	Resources
Ensure access to the curriculum enrichment for pupils of all groups	Attendance of different pupil groups at all extra curricular events monitored to ensure equality of access. A range of curriculum enrichment activities to be made available for pupils.	Review annually	Admin

Accessibility of Information

Item	Activity	Timescale	Cost
Clear, straight forward and simple communication with parents and community	Information presented in variety of easy to access ways e.g. displayed in window for parents dropping off, sent via email, text and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced & parents sessions run for key areas e.g. phonics, new assessment. Admin & teaching staff aware of individual who may need information explaining directly or personally.	Ongoing.	Admin Resources Release time

Access to info for pupils, parents, carers for who English is additional language.	Website translator	Investigate impact	Investigate costs
Access to meetings for parents with additional needs	Translators and interpreters as appropriate by prior arrangement.	Ongoing	Ad hoc costs

Accessibility of Site

Item	Activity	Timescale	Cost
Steps and stairs	Ensure bannisters and contrasting edges are maintained in order to support visually impaired and physically impaired pupils, staff and visitors	Ongoing	
Toilets	Toilets in classrooms for EYFS and KSI. Children's toilets on ground floor, first and top floor. Disabled toilet and baby change facilities on ground floor. Female adult toilets on ground floor. Male adult toilets on first floor. Staff toilets by basement	Ensure toilets are accessible for children with physical needs – under advice of occupational health.	
Corridor	Ensure corridors are clear from obstructions	Daily, ongoing	

Evacuation	<p>Ensure evacuation plans are in place for children with physical disabilities and key adults are aware of the procedures.</p> <p>Constant supervision of pupils who may need physical support in the case of an evacuation.</p>	Termly	
Signage	Ensure that signs are accessible for pupils and adults with visual impairment.	Annually	