



## **ACCESSIBILITY PLAN**

### **Equality Accessibility Plan – Southridge First School**

**It is a requirement that the school accessibility plan is resourced, implemented and reviewed as necessary – and reported on to Governors annually – to ensure school addresses priorities to improve access for a range of needs in school.**

#### **1. Aims of the Plan**

- To create opportunities for every child to develop and learn
- To release potential in people to make the most of themselves
- To achieve excellence in standards of education & skill for all children
- To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.
- To link with the school Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows;
  - Eliminate unlawful discrimination, harassment and victimisation;
  - Advance equality of opportunity between different groups; and
  - Foster good relations between different groups.

#### **2. Introduction**

This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in 2002 and the Educational Needs and Disability Regulations 2014.

#### **3. Definition of Disability**

Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".

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### **4. Key Objective**

To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

### **5. Principles**

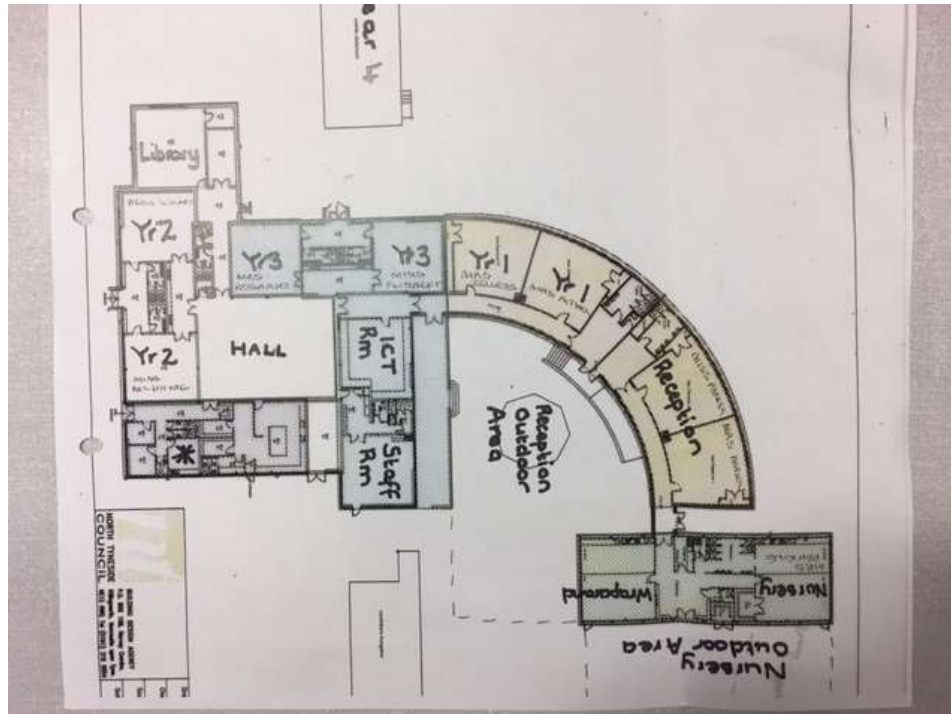
1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN policy;
2. The school recognises its duties under the Equality Act (as amended by the SENDA):
  - Eliminate unlawful discrimination, harassment and victimisation;
  - Advance equality of opportunity between different groups; and
  - Foster good relations between different groups.
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
6. Schedule 10 (Accessibility for Disabled Pupils ) of the Equality Act also requires schools to;
  - Increase the extent to which disabled pupils can participate in school curriculum
  - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
  - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.

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7. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
- setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils.

### **6. About our School**

Southridge First School's building was opened in 1963. Our accessibility requirements were checked in 2017 by North Tyneside L.A.



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- We have a disabled toilet , ramps to the mobile classrooms and on two entrances to main school, push button door access, public access rooms, vinly floor covering, the playground is accessible to all
- The reception and nursery outdoor areas are accessible by a ramp
- The school is all on the ground floor
- It is accessible for wheelchair users / people with mobility difficulties.

### **7. Activity**

The School has identified a range of actions for development in line with the duties arising from the Equality Act 2010 and other relevant statutory regulations and will review in light of periodic changes in such regulations as necessary. A priority list is identified in the accessibility plan enclosed for the period 2018 - 2021 academic years. This plan will become an addition to the school School's Single Equality Scheme.

### **8. Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- SEN policy
- Single Equality Scheme & Action Plan
- Equality Impact Assessment Template & Guidance
- Equality & Diversity Guidance for schools
- Guidance on Publishing of Equality Data for Schools
- Curriculum policies
- Behaviour
- Admissions
- Health & Safety

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An Access Audit was carried out by the HT and DHT in MARCH 2018. A number of recommendations were made as follows:

<b>Access Report Ref.</b>	<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost</b>
1.	External Steps to Year 1 classrooms	Mark steps with yellow highlighting paint	April 2018	Nil
3.	Wheelchair access from playground to Year 1	Alternative access available through Library entrance or Reception entrance. Classroom reorganization to ensure disabled access for those that require it.	2018/19	Nil
4.	Playground lighting	Replace lighting on library corner to increase light	April 2020	£400
5.	Free –flow through corridors	Caretaker to ensure all corridors kept clear	On-going	NIL
6.	Ramps to mobile classrooms – Playgroup, Year 4 and Nursery	Monitor for wear and tear. Sources quotes for replacement	Summer 2020	Price to be sourced

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Schedule 21: Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							L.A.	School
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing		X
2	Wheelchair access to main school building	Enable wheelchair users to access playground independently	Ongoing	Medium				X
3	Disabled parking	Spaces to be provided	Ongoing	Medium		Ongoing		X
4	Disabled Toilet	In place in main reception and Nursery, None in KS1. Consider putting in one as part of future renovations	Ongoing	Low		Ongoing		X
5	Changing and Shower facilities	None Consider putting in one as part of future renovations	Ongoing	Low		Ongoing		X

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### Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							L.A.	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Summer Term 2020	High	SLT release costs			X
2	Interventions	SENDCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Summer Term 2020	High	Resourcing costs of identified areas to develop			X
3	Classrooms are organised to promote the participation and independence of all pupils	SLT to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Autumn Term 2018	High	Possible resource implications where gaps are identified			X
4	Staff training in the production, implementation and review of Provision maps and monitoring systems.	SENDCO / DHT and AHT to deliver staff training to teaching staff.	Ongoing	High	Not applicable	September 2020		X
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: ASD, Dyslexia, Dyscalculia	SENDCO, Dyslexia team, Lang & Communication Team deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Autumn and Spring Term 2018-21	High	CPD for SENDCO External specialist costs			X

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### Schedule 23 Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							L.A.	School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable			
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable			