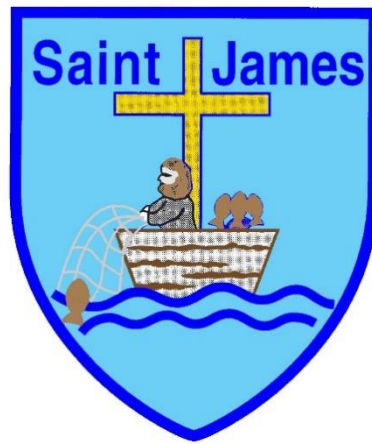


# **Altham St. James CE Primary School**

## **Accessibility Plan**



**Our Mission Statement is at the heart of everything we do**

**Living our lives as Jesus wants us to**

- **Be the best that we can be**
- **Respect the world and everyone in it**
- **Love, Forgive and reconcile**

***John 15:12 Love each other as I have loved you***

### **INTRODUCTION**

Altham St. James CE School has been described as being a 'welcoming and caring environment'. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'Learning Journey'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs.

We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

### **PURPOSE OF PLAN**

This plan shows how Altham School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

## DEFINITION OF DISABILITY

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities.

## AREAS OF PLANNING RESPONSIBILITY

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

## CONTEXTUAL INFORMATION

Altham School is on one site, is one storey and has wheelchair access throughout. There is a main building and two Modular buildings (one of which is used by the Reception Class and the other by the mixed Year 5/ 6 class. There is an access toilet in the main building and in one of the Modular classrooms.

Access to the main school building is via an entrance and exit without steps. The main entrance to the School also has level access with non -automatic doors.

At present we have no wheelchair dependent pupils, parents or members of staff although we do have one wheelchair dependent student who comes in to school twice a week.

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, differentiation and recording methods	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation

	Online learning modules if required			
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software Make sure As required ICT Wider use of SEN Page 2	Software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All education visits accessible to all	Ensure venues are vetted for appropriateness	As required	EVC/ HT	All pupils to be able to access all educational visits and take part in a range of activities
Continue to review the PE curriculum to ensure PE is accessible to all	Gather information on further accessible PE and disability sports	As required	PE Coordinator	All to have access to PE and be able to excel

	Seek disabled sports people to come into school			
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## IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

Provision at Altham School will be negotiated and all reasonable measures will be taken to improve access to the physical environment of the school when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the pupil passport process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers</p> <p>Consider</p>	<p>As required</p> <p>Induction and on-going if required</p> <p>Annually</p> <p>Recruitment process</p>	SENCO Headteacher	<p>Pupil Passports in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>

	<p>access needs during recruitment process</p> <p>Ensure staff aware of Environment Access Standard</p>			
Layout of school to allow access for all pupils to all areas	<p>Consider needs of disabled pupils, parents/carers or visitors when considering any redesign</p> <p>Replace worn out carpets to ensure walkways are flat</p>	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all
Ensure access to all classrooms and through all entrances in	<p>Improve access to areas during any re-design</p> <p>Develop</p>	Consider in any new developments	Head/ Governors/ Site manager/ School Surveyor	Disabled parents/carers/visitors have easy access through all entrances to the school

the school.	system to allow entry for wheel chair users			
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TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Ensure all disabled pupils can be safely evacuated	Review Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required each September	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall	On-going and as required Software may be required as required	ICT	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access  Egress routes visual check	On-going and as required and as appropriate  Weekly checks	LA Premises Manager	All disabled staff, pupils and visitors able to have safe independent egress

#### IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a

reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by people with disability.	During induction  On-going Current	School Office Office/ Website	Parents receive information in a form that they can access  All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication

Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly Pupil Passport review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils/ parents/ carers who may have difficulty with standard form of printed information.	Ensure website is fully compliant with requirement for access by person with visual impairment.  Ensure prospectus is available via the school website.	Ongoing	HT/ school office	All can access information about the school



