



## Uplands Primary School Accessibility Plan.

**Plan agreed: March 2022**

**Date for renewal: March 2025**

**Plan Review: Annually**

**Lead members of staff: Sarah Ackerman, Ali Bagley and Alan Barratt**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

Since 2010, the DDA was replaced by the Equality Act and under the Equality Act 2010, a person is disabled if they have, '*A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.*'

Schools are required to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. Schools must implement accessibility plans which are aimed at increasing access to education for disabled pupils in the following areas:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the availability and delivery of information to disabled pupils.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

### **Our vision:**

Our vision is to inspire *all* members of our school community to thrive, engage and enjoy to enable them to ***be the best they can be***. This is underpinned by our four core values of kindness, respect, resilience and creativity.

## **Accessibility**

We are a mainstream slightly larger than average primary school. The majority of our pupils are white British. Our percentage of pupils with SEN and needing support to access a full curriculum is very low and well below the national average. However, in recent years we have seen a slight increase in pupils entering the school with an EHC plan due to Autism.

Currently we do not have any pupils in a wheelchair but we do have provision for users. We have access for a wheelchair via the Y1/2 side door area.

We have an accessible toilet which enables the user to approach from either side and there is a handrail either side of the toilet and a changing table. In this toilet, washbasins are at a low level and there is an emergency cord in the toilet which can be pulled from floor level.

There are ramps throughout the inside of the school. Our school is on one level and the only part with stairs has a lift which is working and maintained regularly.

Pupils would be able to access the facilities in school such as the library shelves, the serving counter in the hall and the tables. Fire doors are accessed through push handles which are accessible in most of the rooms.

Our car park has a space close to the school entrance for a member of the community to park in. Kerbs are dropped. Our school is located near to a local bus service and a wheelchair user can access the school from the bus stop.

We offer a broad a balanced curriculum which is differentiated and adjusted to meet the needs of all pupils. Provision for pupils with additional needs is overseen by our Inclusion Leader. Pupils with additional needs all have a 'pen portrait' which outlines the support they will receive in school. As required, we provide specific resources for our pupils. For example, we may provide larger print or colour paper to help with visual impairments. Any necessary adjustments are noted on the pen portraits and adapted as the child moves through the school. Adjustments are made to enable pupils to access the wider curriculum. For example, when planning a trip, we visit the site in advance and prepare the child in advance through a photo story.

We take advice and support from outside agencies where appropriate and plan for individual needs. We work with parents to ensure that their child has the best possible support which will begin with a meeting with the Inclusion Leader. Training for staff is on-going and we will invest in training as we need too. Staff have been trained in first aid and other medical issues such as epilepsy. Staff are Team Teach trained and know how to de-escalate a situation and handle children in a positive and safe way.

The priorities for this Accessibility Plan for our school were identified through a detailed audit undertaken by the Headteacher, Inclusion Leader and the Site Manager. The priorities were discussed and agreed with the Governing Body. This plan sets out the proposals of the Governing Body of the school.

## **1. The main priorities in the school's plan**

### **1a: Increasing the extent to which disabled pupils can participate in the school curriculum**

**We will adapt our priorities as needed but our main priorities based on our current pupils are:**

- Ensure that all staff receive training on strategies to support pupils with autistic behaviour tendencies and that this training is implemented and evaluated.
- To ensure that pupils with limited mobility can access the curriculum including trips and off site activities. For example, risk assessing trips for hazards or mobility barriers and discussing with parents any adaptations needed for example, regular breaks. We will also need to purchase resources to support these pupils in the classroom for example, scissors, writing equipment such as chunky chinks and training for staff to adapt lessons and provision accordingly. We will work with specialist advisors to support these pupils further.
- Continue to raise awareness of difference and enable pupils to discuss and explore/ask questions. For example, pupils with disabilities to talk about themselves, what they need and why. Continue to embed the new PDL scheme.
- Continue to promote difference and diversity throughout the school curriculum. For example, assemblies and use of visitors.

### **1b: Improving the physical environment of the school to increase the extent to which all members of the school community can take advantage of education and associated services:**

- To improve access for all to the reception area through replacing the main entrance doors. This will be achieved through at least widening one door to allow for pushchair and wheelchair access.
- To make minor alterations to the facilities in the accessible toilet to enable ease of use.
- To clearly demarcate the ramp next to the library area to enable visually impaired members of our community to be able to navigate this area safely.
- To ensure that children with limited mobility and/or autism are supported through safe exits from a building in the event of a fire (PEEP). For example, ensuring clear markings on steps, clear signs and careful seating of particular children in the classroom - limiting barriers around them.

### **1c: Improving the delivery to disabled members of our community of information that is provided in writing for those who are not disabled:**

- Ensure that upon entering the reception area, there are clear signs showing visitors/pupils the way to different areas of the school. These signs will be displayed at a level for those who are sitting and standing to access. This will support members of our community to navigate their way around our school.
- To provide laminated maps in the reception area to ensure that visitors relying on visual clues can navigate their way around the school.
- To ensure that parents' needs are met when they are on site or meeting with us. We will ensure that as we move to virtual parents' evenings, face to face and alternatives are offered to parents with hearing difficulties. We will consider the careful placement of parents in performances and ensure that seating is

appropriate.

- Ensure that members of the school community can be provided with school information in an appropriate format. For example, simple language or audio. We will invest in telephones with an induction loop to support parents with hearing difficulties.
- To continue to provide filmed information about our school on our website.
- Ensure that pupils can receive information in other forms such as signs, symbols, audio and larger print if needed.

## **2: Making it happen**

### **2a: Management, coordination and implementation**

The Headteacher will meet with the Inclusion Leader and Site Manager to oversee the implementation of this plan. The Headteacher and Site Manager will work with the Finance Officer to cost any changes and ensure good value for money.

The Site Manager will source any contractors needed and be responsible for ensuring safe work is carried out.

The Inclusion Leader will ensure that prior to a new pupil starting our school, provision has been discussed with parents and the relevant outside agencies. Any adaptations/training will be co-ordinated in response as the need arises. Provision, training and the implementation of this will be co-ordinated by the Inclusion Leader.

Time scale and priorities.

1. By Summer 2022, we will be able to make some minor alterations to the accessible toilet, demarcate the ramp and place laminated maps in the reception area.
2. By Autumn 2022, we will have booked training for staff regarding autism and embed this throughout the academic year 2022-23.
3. By Autumn 2022, we will be able to ensure that signage in the reception area has been implemented.
4. By Summer 2023, we will adapt our telephones to include an induction loop.
5. By Summer 2024, we will have replaced the door in the reception area. Different options and costings will be explored.

### **Monitoring our plan**

We will be constantly evaluating and adapting our curriculum and environment to meet the needs of all our pupils. The objectives written above will be evaluated annually and progress will be reported back to the Governing Body by the Headteacher. Some objectives may change as we adapt to any new pupils entering our school.

### **Getting hold of the school's plan**

This plan will be found on the school's website and a copy will be in the school office for visitors to access. We will ensure that if needed, this plan can be provided in alternative forms such as audio or in larger print.

### **Further Information**

Should you wish to discuss any areas on the plan or if you would like a tour of the school to decide if the school meets your needs then please contact the school office and we will be happy to meet with you.

We are always seeking to improve our facilities and if you would like to discuss any concerns please contact the office to make an appointment to meet with the Inclusion Leader or Headteacher in the first instance.