



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL



ACCESSIBILITY STATEMENT

'Together With God, Making Learning a Life Long Friend'

Approved:	10.10.2022
Review Date:	31.12.2025

We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

Start children off on the way they should go and even when they are old they will not turn from it (Proverbs 22:6)

St Anne's C of E Primary School has high expectations of learning, behaviour and respect for each other and this underpins everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit to be the best that we can all be every day.

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people. They must not directly or indirectly discriminate against, harass or victimise disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Public bodies, including FE institutions, LA, maintained

schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND code of Practice 2014)

Improving the Curriculum Access at St Anne's C.E. Primary School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Audit of staff training	All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing process dependant on child's needs	Increase in access to the national curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review 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	Ongoing process dependant on child's needs	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in an individual class.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing process dependant on child's needs	Increase in access to the national curriculum
Training for awareness raising of disability issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine current status of school.	Whole school community aware of issues relating to access. Staff are able to ensure all children can access the curriculum	Ongoing process dependant on child's needs	Increase in access to the national curriculum

Ensure further analysis of exam results, attendance, exclusions and behaviour / incidents or bullying in relation to equality duty.	Undertake annual analysis of data based on specific groups.	Patterns and trends assessed following awareness.	Ongoing dependant of the analysis completed.	Increase in access to all school activities for all disabled pupils.
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Improving the availability of accessible information to disabled pupils.

This part of the duty covers planning to make written information normally provided by the school to its pupils - such as hand-outs, timetables, textbooks, information about school events - available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Achievement</u>
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Delivery of information to disabled pupils improved
Make available school brochures, newsletters and other information in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all	Delivery of information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual	Liase with Hearing and Vision Support Service on alternative formats and use of IT	All school information available for all	Delivery of information to pupils and parents with visual difficulties improved

impairment or a hearing impairment	software to produce customised materials.		
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Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms. Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the Physical Access

<u>Item</u>	<u>Activity</u>	<u>Timescale</u>
Accessible car parking	Bays to be signed	Access to Village Hall Car Park accessible parking July 2021
Ramp access to main school building through the hall	Pedestrian access improved	Completed Dec 2020
Accessible toilet	One unisex accessible toilet	Completed
Adapted entrance area with low level reception area desk	Low level window access to school office	Completed July 2019