

Accessibility plan

2017-2020

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Navigation Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Navigation Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which 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;
 - 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 delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.
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Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office on request

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Navigation Primary School will address the priorities identified in the plan. The plan is valid for three years (2017-20). It is reviewed annually.

Approved by:

Date:

Next review date:

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Interventions in place for children with a range of difficulties including autism, dyslexia and motor difficulties.</p> <p>Range of extra curricular activities in place to appeal to different children.</p> <p>Teachers adapt practice to ensure that all can access quality first teaching.</p>	Increase range of role models in the curriculum to include people with disabilities and from a diverse range of backgrounds.	<p>Review assembly timetable.</p> <p>Invite visitors into the school</p> <p>Review curriculum to consider where adaptations can be made to increase range of role models.</p>	<p>CS</p> <p>CS/MH</p> <p>MH</p>	<p>Autumn term 2017</p> <p>Ongoing over the year.</p> <p>Begin in July 2017 ahead of new academic year.</p>	<p>Wider curriculum includes increased range of role models.</p> <p>Children report better understanding/appreciation for people with disabilities.</p>
Improve and maintain access to the physical environment	<p>Modern school built with plenty of space, lighting and use of lifts for second floor.</p> <p>Environment regularly audited by site manager, business manager and head teacher to ensure maintenance is kept up to date.</p>	To improve signage around the school to support access for children with EAL and those with difficulty in reading.	<p>Review languages exposed to at home.</p> <p>Purchase/create signage as appropriate.</p>	MC/MH	<p>Autumn 2017</p> <p>Completed in 2017</p>	

	Use of inclusive teaching e.g., audio system for hearing impaired children, dyslexia friendly resources.					
Improve the delivery of written information to pupils	<p>Staff adapt written information as appropriate to children and use visual clues to support writing.</p> <p>Classrooms are bright and full of resources to support learning such as working walls and available support on the tables (e.g. word banks, dictionaries).</p> <p>Staff are welcoming and parents/pupils report feeling happy and safe coming into school.</p>	To decrease anxiety of those with social communication difficulties by ensuring that the timetable is effectively communicated	Create visual timetables to be used across the school.	MH	To begin in 2017 and reviewed during the year.	

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				