



Lumen Learning Trust

Learning together for a brighter future



Accessibility Plan - Saxon

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| DATE APPROVED BY LUMEN LEARNING TRUST | 1 st April 2019 | | |
| REVIEW DATE [Annual] | 1 st April 2020 | | |
| SIGNED EXECUTIVE PRINCIPAL | Mary Ellen McCarthy  | DATE | 1 st April 2019 |
| SIGNED CHAIR OF DIRECTORS | Ray Vango  | DATE | 1 st April 2020 |

The Lumen Learning Trust puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

Purpose of Plan

At Saxon Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Key Aims

Saxon 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Saxon Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to

access education within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Saxon Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Development Plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- Headteacher
- Senior Leadership Team
- Governing Body

Saxon Primary School
ACCESSIBILITY

ACCESSIBILITY

An Access Audit was carried out by the SLT April 2019. A number of recommendations in addition to improvements already carried out as below:

Schedule 21: Action Plan A – Improving Physical Access

| Ref | Item | Recommendations | Time Scale | Date Completed |
|-----|---|---|-------------|--|
| 1 | Upgrade Entrance area | Improve physical access with wide automatic doors to facilitate improved level access and more open circulation in the reception areas. | Summer 2019 | CIF bid 19/20 unsuccessful. Bid to be resubmitted August 2019. |
| 2 | School Growth – consider accessibility when siting new demountable classrooms and how they will be accessed | Demountables to enable disabled access with ramps, toilets and wide doors. | Summer 2018 | Summer 2018 |
| 3 | Library Bus | Purchase a bus and consider the siting and access arrangements to ensure accessible to all. | Summer 2019 | |

Schedule 22: Action Plan B – Improving Curriculum Access

| Ref | Question | Recommendations | Time Scale | Date Completed |
|-----|---|--|---------------------|----------------|
| 1 | Upgrading of interactive panels in classroom to improve visual access to curriculum resources. | New panels to be purchased for classrooms where existing are not working. | August 2016 onwards | Ongoing |
| 2 | Improve IT support to provide strategic advice on curriculum access across the school. | Tender for IT provider at Trust level to work with SLT to further improve and provide strategy for curriculum access. | January 2019 | July 2019 |
| 3 | Update WiFi network and broadband provision to provide access to software and applications to support learning for all pupils including those with disability and additional needs. | Audit of broadband and WiFi network and work with new provider to improve internet access. | December 2019 | |
| 4 | To continue to develop a range of learning resources that are accessible for students with different disabilities. | Learning resources are regularly reviewed and changes made so that they are accessible to identified students with disabilities. | Ongoing | |
| 5 | Identify barriers to learning for pupils with additional needs, including SEND and physical disability. | Update SEND provision information (see website for provision details). Provide individual assessment of need, prepare an individual needs plan and where necessary apply for an EHCP. All staff are aware of students with disabilities and they plan accordingly. | Ongoing | |
| 6 | Introduce a Library bus. | Consider accessible format content for the new library and resources that raise awareness of equality and disability | Summer 2019 | |

Schedule 23: Action Plan C – Improving Access to School Information by stakeholders

| Ref | Question | Recommendations | Time Scale | Date Completed |
|-----|--|---|------------|---|
| 1 | Consider the ease of use of the school website to ensure it is accessible for all users. A high visibility mode can be used to provide improved usage when using a screen reader. | When updating the website coordinator should keep in mind how to maintain a simple structure. | Ongoing | Ongoing – 2017 website awarded Surrey Digital Award for website design. |
| 2 | Provide information in an accessible format to meet the needs of pupils and other stakeholder | When producing new or updated information consider the accessibility needs of stakeholders and provide additional formats where necessary | Ongoing | |