



### Great Waltham C of E VC Primary School Accessibility Plan updated November 2021

*We believe that this Accessibility Plan is compliant 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 on progress of the Accessibility Plan over a prescribed period.*

1. The Great Waltham C of E VC Primary School Accessibility 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. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the year ahead of the next review date. The plan was initially updated in November 2012 to reflect new statutory requirements for the setting of Equality Objectives.
2. 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 LEA 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.
3. We are 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 regards to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Great Waltham C of E VC Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of 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 school 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 the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand outs, timetables, information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe;
  - Improve access to the **physical environment** of the school, adding specialist features as necessary-this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. 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.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Curriculum Policy
  - Learning and Teaching policy
  - Equality Policy
  - Single Equality Scheme
  - Health and Safety Policy
  - Special Educational Needs and Disability Policy
  - Behaviour Management Policy
  - School Development Plan
  - School Prospectus and Vision Statement
8. The Accessibility Plan for physical accessibility relates to the access audit of the school which was undertaken by the Headteacher, SENDCO and School Business Manager and remains the responsibility of the governing body. It may not be feasible to undertake all the works during the life of 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 year covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of the reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The School prospectus will make reference to the Accessibility Plan.
11. The Accessibility Plan will be published on the school website.
12. The Accessibility Plan will be monitored through the Head, SENDCO and SEND Governor.
13. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
14. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

**Great Waltham C of E VC Primary School 2021-22: Improving the Curriculum Access**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
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 the individual class bases. Use of visual timetable across the school. Use of high quality wave 1 resources	Learning sessions start on time without the need to make adjustments to accommodate the needs of pupils. Children have ready access to a range of resources to support their learning.	On-going	Increase in access to the curriculum.
Training for Awareness Raising of Disability Issues.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of the school.	Whole school community awareness of issues relating to Access.	On-going and making updates in line with current legislation	Community will benefit by a more inclusive school and social environment.
Ensure staff are aware of the waves of provision and the needs of their children	Children transferred onto one page profiles and outcomes based individual provision plans	Provision maps and SEND support arrangements kept up to date	Ongoing- termly	Individual support plans are outcomes based and provision maps in place. These are highlighted to support the needs of the individual children.
Review TA deployment.	In review meetings with TAs establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support e.g. lunchtimes, extra-curricular activities.	Reviewed annually	Children who need individual adult support to participate in some activities and have access to this support.  <i>Point to note: This is ongoing within the school as the school expands year upon year.</i>
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	Ensure risk assessments completed on the EVOLVE Ensure EVC coordinator is aware and risk assessments emailed to Governors	Reviewed annually	All pupils in school able to access all educational visits and take part in a range of activities
Ensure visually suitable environment for all children	Suitable informative displays in classrooms and inviting role play areas.	Ensure displays reflect cross range of abilities and learning Use specific lettering to support this	Ongoing	Lively and inviting environment maintained.
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with staff who run out of school clubs, and companies running other clubs after school.	Children can participate with their peers	On-going	All children feel able to participate equally in lunchtime and after school activities

	Support would need to be available – especially after school			
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	Ensure the PE curriculum is checked thoroughly	Reviewed annually	All to have access to PE and be able to excel for example via support from an adult.

**Great Waltham C of E VC Primary School 2021-22: Improving the Delivery of Written Information**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	On-going	Delivery of information to pupils and parents/carers improved.
Make available school information and data, school newsletters and other information for parents 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. School information and data published on school website and diarised and updated regularly.	On-going	Delivery of school information to parents and the local community improved.
Survey parent/carers as to the quality of communication to seek their opinions as to how to improve.	Include quality communications within the annual parent survey to Written feedback	School is more aware of the opinions of parents and acts on this.	Ongoing	Parental opinion is surveyed and action taken appropriately.
Provide information in simple language, symbols, large print for prospective pupils or prospective 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.	School to ensure website is accessible for all	Ongoing	All can access information about the school
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.	Signpost Parents to relevant help and support Ensure that external services are called upon	Ongoing	Pupils and/or parents feel supported and included with the community of the school

**Great Waltham C of E VC Primary School 2021-22: Improving the Physical Access**

Location/Event	Current situation/Item to improve physical access	Timeframe
<b>Front Entrance/Office</b>	Narrow doorways and a step so office staff need to be aware of visitors entering the building. Wheel chair access unavailable at this doorway. Keep area free from clutter.	School website updated to ask Wheelchair users to call ahead so that reasonable adjustments can be made ahead of intended arrival. Review annually
<b>Improve signage and external access for visually impaired people</b>	Ensure signage and documents are accessible Order further Fire Exit sign for main corridor Tactile plan/diagram of the building to be available	Visually impaired people feel safe in school grounds-ongoing target Investigate how this can be obtained.
<b>Classrooms</b>	Good visibility e.g. vision panels in doors Toilets located on ground floor level Wheelchair users can access all classrooms Ramps to have yellow grip strips to ensure safe exit.	No Action  Readdress autumn term
<b>Corridors</b>	Ensure corridors are free from clutter and not blocked with equipment for example paint dryer	All staff responsible SBM to monitor
<b>To ensure that the medical needs of all pupils are met fully within the capability of the school.</b>	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Continuing To be reviewed termly.
<b>*Christmas Bazaar &amp; Fete days</b>	Wheelchair users would need to alert the school of their arrival so that the school can make reasonable adjustments before they arrive.	As and when we hold fete days e.g. Christmas Bazaar, Summer Fete etc.
<b>*After school pick up</b>	School pick up route is accessible for those in wheelchairs with mobility scooters or on crutches.	As and when