

ST AIDAN'S
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PRIMARY SCHOOL

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Accessibility plan

Introduction

This plan sets out the proposals of the Governing Body to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act (2010):

- increasing the extent to which pupils with disabilities can participate in the curriculum;
- improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- improving the delivery to pupils with disabilities of information which is provided in writing for pupils who are not disabled.

The Equality Act introduced a single Public Sector Equality Duty (PSED) which requires governing bodies to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

This plan also sets out how the Governing Body promotes equality of opportunity for people with disabilities. It is a requirement that the plan is resourced, implemented, reviewed and revised as necessary and in so doing, we take into consideration the views of pupils, parents, staff and appropriate external agencies. Staff training is undertaken and changes implemented as required.

This plan should be read in conjunction with our *Anti-bullying, Inclusion, Health and safety, Food and Medical needs* policies and the *Induction and transition procedure*.

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1 Definitions

- a. The Equality Act defines a disability as:
 - A physical or mental impairment which has substantial and long term adverse effect on a person's ability to carry out day to day activities.
- b. Day to day activities are defined as:
 - Mobility; manual dexterity; physical coordination; continence; ability to lift; speech; hearing; eyesight; memory or ability to concentrate; learn or understand; reading and writing, understanding of risk or physical danger.

2 Aims and values

At St Aidan's we pride ourselves on being a school that welcomes all children from our local community, including those with disabilities. We believe that it is the right of all our pupils, including our pupils with disabilities, to achieve their full potential. The accessibility plan lays out the ways in which we will remove barriers for our pupils with disabilities through adapting the physical environment, the curriculum and the way we provide information. We will make reasonable adjustments to ensure equality of opportunity and access to the curriculum for all our pupils.

- 2.1 We also strive to promote equality for parents, carers, teachers and other users of the school who have disabilities and we do our utmost to ensure that no-one is disadvantaged.

3 Context

St Aidan's is a multi-cultural C of E community school which has places for 210 children in the main school and up to 42 in the nursery.

- 3.1 The Inclusion Manager is responsible for collating and analysing data related to the achievement of pupils with disabilities in the school. Assessments of children are carried out termly and are entered onto a tracking system.

4 Main priorities

- 4.1 Increasing the extent to which pupils with disabilities can participate in the school curriculum.
 - The degree to which pupils with disabilities are able to participate in the curriculum is reviewed in termly pupil progress meetings, termly Learning Support Plan reviews and annual reviews for pupils with Education, Health and Care Plans (EHCPs).

Priorities

- a. Develop effective relationships with outside agencies to ensure that pupils are provided with appropriate support.
 - b. Ensure staff are trained to meet the needs of pupils with disabilities.
- 4.2 Improving the physical environment of the school to increase the extent to which pupils, parents, carers, teachers and other users of the school who have disabilities can take advantage of education and associated services:
 - The school has already had several adaptations made to improve access for those with disabilities. These include Surround Sound fitted to three classrooms available to support pupils with hearing impairment; hand rails on both stairwells to help people with physical



difficulties; an access ramp to front doorway to assist wheelchair users and a disabled toilet on the ground floor.

- There is a quiet classroom available twice weekly at lunchtimes providing a low sensory area to support all pupils with autism and other sensitive pupils, in addition to personalised provision for pupils with EHCPs.

Priorities

- a. To work with outside agencies to ensure that the school environment is adapted to meet the needs of pupils with disabilities. Examples include:
 - advice from the Royal National Institute of Blind and partially sighted people (RNIB) on adaptations to support a pupil with visual impairment;
 - advice from Haringey Occupational Therapy and Physiotherapy services on adaptations to support pupils with physical disabilities.

4.3 Ensuring the safety of all pupils with medical needs.

- Children with medical needs have care plans that are regularly reviewed with the parents.
- Staff are made aware of all children with allergies and all staff have received epipen training.
- St Aidan's is a nut free school. The kitchen ensures that the school meals meet the needs of children with allergies and these are also taken into account when planning classroom activities.

Priorities

- a. To make suitable adjustments to milk distribution procedures in the foundation stage.

4.4 Ensuring equality of opportunity for all users of the school.

- The PSHE curriculum includes SEAL materials, which explore issues of disability.
- A Learning Support Assistant has been appointed to provide support during the school lunchtime for children who require it.
- We are committed to eliminating the discrimination and harassment of people with disabilities and seek to:
 - promote a positive attitude to disability; positive images of people with disabilities are found in literature around the school; staff training is ongoing and involves teachers, learning support assistants and school meal supervisory assistants; staff are expected to demonstrate respectful attitudes to pupils, staff and parents with disabilities;
 - eliminate all forms of harassment. We take the issue of bullying very seriously and the subject is a regular feature for assemblies and posters around the school.

Priorities

- a. Ensure that communication with parents with disabilities is adapted appropriately.

5 Complaints

Should anyone be dissatisfied with the support or arrangements provided, they can discuss their concerns directly with the Headteacher. If, for any reason, this does not resolve the issue, they can make a formal complaint via the school's complaints procedure, obtainable from our website or school office.



6 Management, implementation and review

- 6.1 The Governing Body is responsible for ensuring that this plan is implemented. The Inclusion link governor reports on issues relating to accessibility annually to the GB.
- 6.2 The Standards committee will review this plan every three years, or earlier if required, taking into consideration the views of pupils, parents, staff and appropriate external agencies.
- 6.3 A copy of this plan is available on the school website, and is available in the school office upon request.

Priorities

- a. A termly meeting to be led by the Inclusion link governor, involving the Inclusion Manager and/or Headteacher.

7 Glossary

EHCP	Education, Health and Care Plan
PSHE	Personal, Social and Health Education
SEAL	Social and Emotional Aspects of Learning
SEND	Special Educational Needs and Disabilities

Date of document: NOVEMBER 2017

Policy ratified: (Signature) (Date)

Revision due: NOVEMBER 2020