



Accessibility plan

Simonside Primary School

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Vision and Values

At Simonside Primary School our priority is to develop a love of learning which is inspired by quality teaching, a rich curriculum and exciting opportunities and experiences. This will take place within a safe and happy environment in which children are supported to thrive and flourish. Resilience will be fostered in all children to enable them to be positive global citizens and fulfil our school's motto of 'Dream, believe and achieve.'

We are committed to:

- Promoting high standards of progress and attainment in pupils' academic, personal and social development.
- Encouraging high standards of behaviour.
- Safeguarding and promoting the welfare and well-being of all children.
- Governors, staff, parents and children working together in order to achieve the best for every member of the school community.
- Promoting respect, tolerance and understanding towards oneself, all other people and the world in which we live. As a school with Rights Respecting School status, we do this through teaching children about rights, through rights and how to champion the rights of all children.

We work hard to create a community and environment which encourages everyone to:

- Feel safe, cared for and valued.
- Be treated equally irrespective of gender, race, religion or beliefs, disability, physical characteristics or any other factors.

- Develop a love of learning and take opportunities to be inspired by and learn from other people.
- Teach values relating to respect, resilience, determination, responsibility, truth and aspiration.
- Challenge ourselves to achieve our personal best in whatever we are doing.
- Co-operate with and respect others.
- Keep healthy in mind and body by taking regular exercise and understand the principles of a healthy lifestyle.
- Proactively care for the environment in which we live, the school in which we learn and the wider natural environment in which both are set.
- Take responsibility for our own actions.
- Attend school every day.

The plan will be made available online on the school website and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Curriculum

Our expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. The following good practice is in place at Simonside Primary School:

- Comprehensive tracking systems and data analysis
- Excellent procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information given to all relevant staff in order to support pupils
- Regular home school liaison
- Differentiated curriculum to enable all pupils to feel secure and make good progress
- Teaching assistants are deployed effectively to support a range of needs e.g. speech and language, motor skills, literacy and numeracy
- Special consideration for pupils taking part in tests e.g. adult readers provided, extra time if appropriate
- Strong links with outside agencies
- Teaching included a range of techniques to support different learning styles.
- All pupils are encouraged to take part in the full curriculum.
- Staff consider the needs of disabled pupils when planning educational visits and check accessibility of all venues.

2. Physical Environment

The school has full accessibility to the main front entrance, side and back entrance to the school. There are two disabled toilet facilities. One is next to the community room at the side entrance to the school and the other is at the front of school on the first floor. The whole interior of the building has been designed to be wheelchair accessible; all the doors are wide enough for wheelchairs and there is a lift from the ground floor to the first floor. The outdoor area is also fully accessible for wheelchairs with paths that link one 'zone' to another.

The following good practice is in place at Simonside Primary School:

- Emergency and evacuation procedures are accessible to all. Alarms are auditory and assembly points are on the playgrounds/MUGA. We will review the need for a visual alarm if the need arises.
- Personal evacuation plans are in place for identified children with disability needs.
- Furniture and equipment are selected as standard, age related as appropriate.
- Consideration is given to the appropriate colour schemes when refurbishing to benefit pupils with visual impairments.
- Installation of window blinds in all rooms.
- Regular evaluation of the school site for accessibility by the SMT and governors responsible for finance and premises.

3. Information

The school makes good use of the skills of external agencies to support pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school. The following good practice is in place at Simonside Primary School:

- Translators are bought in when required to ensure that all parents have good access to information.
- A mobile texting service is provided to support good communication between home and school.
- Information for pupils in school is given in various formats when necessary including the use of simplified language and diagrams, ICT and oral reinforcement.
- Teachers are available at the end of the day to talk to parents if required.
 - Class Dojo is used as a communication platform which also translates messages.

Monitoring arrangements

We share a whole school approach to meeting the requirements outlined in our accessibility plan and review progress on an annual basis with reference to the outcomes identified.

The review forms part of our school development planning process and will also be reviewed when pupils with additional specific needs enroll at our school.

The evidence used to aid reviews of the plan will include:

- SEND register

- Monitoring feedback re the provision for the children
- Data tracking
- Attendance data
- My Support plan/ EHCP reviews
- External agency reports and input
- Government and LA policies and initiatives
- Building inspection reports

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by governors.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy