



**Shakespeare**  
Primary School and Children's Centre

**Shakespeare Primary School  
Accessibility Policy and Plan  
2017-2019**

|                                    |                             |
|------------------------------------|-----------------------------|
| Statement:                         | Accessibility Policy        |
| This statement was approved:       | April 2017                  |
| This statement will be reviewed:   | May 2019                    |
| Governor committee responsibility: | Pupil Support Sub-Committee |

At Shakespeare 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 achieves their full potential. 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 celebrate everyone's individuality 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.

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".

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.

## **Objectives**

Shakespeare 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 parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The Shakespeare 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 possible.

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.

The Shakespeare 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.

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.

***Shakespeare Primary School will be rebuilt and will re-open on a new site in September 2018. At this time a new Access Audit and Accessibility Plan will need to be undertaken for the new premises. All current priorities and strategies currently in place have been taken into consideration in the planning of the new school.***

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Pupil Support Committee.

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

Approved \_\_\_\_\_

Date \_\_\_\_\_

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:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Manager**
- **School Business Manager**
- **Site Manager/Mitie**

An Access Audit was carried out by the Head teacher and the Inclusion Manager in March 2017.

| Ref | Priority                                                                | Strategy/Action                                                                                                                                                                                      | Timescale                  | Responsibility                | Cost                                             |
|-----|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------|--------------------------------------------------|
| 1   | Access into school and reception to be fully compliant.                 | New school building is built to meet all accessibility regulations.<br><br>School works in partnership with MITIE to review any issues and maintain full access.                                     | Monthly PFI Meetings       | JG                            | Time of HT                                       |
| 3   | All disabled pupils can be safely evacuated.                            | Personal Emergency Evacuation Plans in place for all disabled pupils.<br><br>Ensure all staff are familiar with and Personal Emergency Evacuation Plans in place.                                    | As required                | GB                            | Time of Inclusion Manager                        |
| 3   | All staff are aware of disabled children's curriculum access.           | Complete individual access plans for disabled pupils when required.<br><br>Information sharing with relevant staff and agencies.                                                                     | As required                | GB                            | Time of Inclusion Manager                        |
| 4   | Use ICT software and assistive technology to support learning.          | Software/resources are available as required.<br><br>Staff are supported in their use of ICT by the IT Support Manager.                                                                              | As required                | GB<br>AL                      | Time of Inclusion Manager and IT Support Manager |
| 5   | All Educational Visits will be accessible to all.                       | Staff use Evolve to ensure the needs of children are identified and adjustments are made to meet their needs.<br><br>Appropriate risk assessments to ensure safety and suitability.                  | As required                | Phase Leaders<br>Teachers     | Time of Phase Leaders and Teachers               |
| 6   | The PE curriculum is accessible to all.                                 | Staff to plan and deliver lessons that ensure the participation of all children and development of their skills at an appropriate level.<br><br>Individual risk assessments in place as appropriate. | Ongoing<br><br>As required | Teachers                      | Time of Teachers                                 |
| 7   | All hearing equipment in classrooms supports hearing impaired children. | Required equipment is in place and functioning.<br><br>Ongoing evaluations of the impact of the equipment.                                                                                           | Ongoing<br>As required     | Lead Teacher of the Deaf (SW) | Time of LToD                                     |

Shakespeare Primary School  
Accessibility Plan

