



SOHO PARISH PRIMARY PLAN Accessibility

Most recent review	Sep 2022	Next review due	Sep 2025
Review group	Resources	Written by	Mayowa Akinloye

1. Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

2. Scope of the plan

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

The Accessibility Plan should be read in conjunction with the following school documents:

- Curriculum Policy

- Equality Objectives
- Health & Safety Policy
- SEND Policy
- Behaviour Policy
- School Improvement Plan

3. School values

We believe that every child deserves to live life to the full have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Soho Parish’s values are consistent with the aims of the plan outlined in section 1 above:

Value	Be	Do
Love	Be kind	Show compassion and respect
Imagination	Be creative	Seek new ideas and solutions
Courage	Be brave	Show determination and resilience
Individuality	Be yourself	Share your light with the World
Community	Be together	Serve your community

We believe that every young person has a right to equality of opportunity to develop socially, to learn and to enjoy community life.

4. Accessibility Plan

The Soho Parish 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. It aims to:

- **Increase the extent to which disabled pupils can participate in the curriculum**

- **Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and**
- **Improve the availability of accessible information to disabled pupils**

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date.

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 LA 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.

SOHO PARISH ACCESSIBILITY PLAN 2022 – 2025

Section 1: Improving the physical access

Target	Strategy	Timescale	What will success look like
To be aware of the access needs of disabled children, staff and parents/carers	<ul style="list-style-type: none"> • Ensure the school staff are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children as part of the SEND process • Reminder to parents and carers through the newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired • To provide BSL interpreters for meetings with hearing impaired parents/carers 	As required	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs • All staff & parents/carers are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met.
Whole School Evacuation	<ul style="list-style-type: none"> • Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). • Children to have PEEP's if needed 	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> • All physically disabled persons can be safely evacuated.

Improve ground floor wheelchair access	<ul style="list-style-type: none"> • Ensure access is available to BB Hall • Maintain wheelchair lift in good working order 	On-going	<ul style="list-style-type: none"> • Wheelchair users can access BB Hall and ground floor corridor
Regular training for children with specialist medical conditions.	Parents (or medical specialist) invited to give regular training to relevant staff	Annual	Asthma, Anaphylaxis training booked.
Appropriate use of specialised equipment to benefit individual pupils	<p>iPads available to support children with difficulty recording</p> <p>Sloping boards for pupils with fatigue problems or physical disability</p> <p>Coloured overlays for pupils with visual difficulty (Reading Rulers)</p> <p>Specially shaped pencils and pens for pupils with grip difficulty</p> <p>Use of wedge/wobble cushions</p>	In place &/or to be ordered as required	Increased access to the Curriculum Needs of all learners met.
Adaptations to the curriculum to meet the needs of individual learners	<p>Pastoral support, timetable adaptations</p> <p>Individual physiotherapy/OT programmes</p> <p>Speech and language therapist employed one day a week</p> <p>Use of access arrangements for assessment/National tests</p>	In place and ongoing	Needs of all learners met enabling positive outcomes

Section 2: Improving the curriculum access

Target	Strategy	Timeframe	What will success look like
To ensure access to learning/in class provision	<ul style="list-style-type: none"> Review SEND children's access to curriculum within class sessions. Observations and learning walks to be carried out within the class to ensure children can access sessions and have access to equipment and adapted resources where needed. Ongoing monitoring from SENCO Liasie with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations. 	On-going	<ul style="list-style-type: none"> All pupils have equal access to a broad and balanced curriculum
To ensure all school visits and trips are accessible to all pupils	<ul style="list-style-type: none"> Risk assessments to ensure that all children including children with physical disabilities can access trips. Ensure venues and means of transport are vetted for suitability Ensure staff are fully briefed with regards to children with SEND 	On-going	<ul style="list-style-type: none"> All pupils are able to access all school trips and take part in a range of activities
To review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> Review PE curriculum to include disability sports 	Annually	<ul style="list-style-type: none"> All pupils have access to PE and are able to excel, for example via support from an adult
To ensure disabled children can take part equally in whole school events, lunchtime and after school activities	<ul style="list-style-type: none"> Ensure whole school events can be adapted to include all children 	As required	<ul style="list-style-type: none"> Children with disabilities feel able to participate equally in all whole school events and activities
To ensure all staff have specific training on disabilities	<ul style="list-style-type: none"> Identify training needs at regular meetings 	On-going	<ul style="list-style-type: none"> Raised confidence of all staff
To improve Pupil voice	<ul style="list-style-type: none"> Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed 	On-going	<ul style="list-style-type: none"> Pupils feel valued and listened to. Pupils feel they are making changes to the support others

<p>To improve the delivery of written information</p>	<ul style="list-style-type: none"> • The school to provide written information in difference formats when required for individual purposes. For example: using texts for hearing impaired and voice mails for visually impaired. • All school information available for all. School. Information published on school website and updated regularly. • Ensure parents have access to our SEN provision/SEN school offer currently on the school website. • Ensure parents meet and can contact SENCO at any time • Parents meet regularly with SENCO to access further support and advice. • Ensure that the annual report to parents of SEND is accessible and informative for parents. 	<p>When requested</p> <p>On-going</p>	<ul style="list-style-type: none"> • Parent/school communication is strong • Parents confidently contact SENCO for support and advice
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