



ACCESSIBILITY PLAN

January 2020



Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Information

An effective School Accessibility Plan must be based upon sound data. Planning starts with information that is already held by the school in respect of two broad areas:

- information about the nature of the pupil population (present and future) and the disabled pupils for whom the school is planning;
- information about the nature of our school, its strengths and weaknesses in ensuring access for disabled pupils.

Pupil information might include a range of data:

- pupils already in the school and moving through it;
- the nature of the school's intake in the future, for example:
 - advance information about pupils with an Education Health Care Plan or Statement-who may also be disabled;
 - other information, such as local/national information on trends in school population.

- the participation of disabled pupils in different aspects of school life;
- outcomes for disabled pupils.

We need to consider whether:

- there are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties;
- disability issues are reflected in the curriculum;
- disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and outdoor activity times for pupils with social/interaction impairments, after school clubs for pupils with physical impairments, school trips for pupils with medical needs;
- there are parts of the school to which disabled pupils have limited or no access at the moment, or whether physical features of the school environment hamper access to the whole life of the school;
- access to information is planned, with a range of different formats available for disabled pupils;
- other issues affect the participation of disabled pupils, for example; bullying, peer relationships, policies on the administration of medicines and provision of personal care, or a lack of role models or images of disabled people within the school, in effect, all the school's policies and procedures, written and unwritten.

Careful consideration of these issues may indicate some clear priorities for the school's accessibility plan. Other issues may need to be addressed more immediately by making 'reasonable adjustments'.

There needs to be an ongoing audit of the school's strengths and weaknesses in working with disabled pupils.

Accessibility Plan Focus Areas

Access to the Curriculum

In order that pupils with a disability or learning difficulty can access the curriculum, the school will strive to:

- Continue to provide a broad and balanced curriculum for all pupils.
- Continue to develop approaches to the differentiation of the curriculum to enable equal access for pupils with disabilities.
- Identify all pupils and known prospective pupils who face barriers to learning and full participation.

- Consider pupils' and prospective pupils' assessed needs and consider any reasonable adjustments which may be necessary to enable them to participate.
- Audit the approaches used when planning and delivering the curriculum.
- Audit staff training needs in relation to increasing participation in the curriculum.
- Continue developing resource banks detailing ideas and approaches which support increased participation in the curriculum.
- Audit pupil and prospective pupil needs in relation to the wider provision of school, including after school clubs, sporting and cultural activities and school trips.
- Seek to develop and share good practice in this area and access the opportunities provided by the LA and other schools to facilitate this process.

Access to the Delivery of Information

In order that pupils and other people within the school, with a disability or learning difficulty can access information, the school will strive to:

- Raise awareness amongst staff about the requirements to provide information in alternative formats if required.
- Maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff.
- Collect and share examples of good practice amongst staff.
- Review and audit the schools' approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.
- Seek specialist advice and support in those cases which lie beyond the school's immediate expertise.
- Maximise the use of ICT equipment in the delivery of information.

Access to the Physical Environment

In order that pupils and other people within the school, with a disability or learning difficulty can access the physical environment, the school will strive to:

- Ensure an access audit plan has been completed.
- Seek to include minor building works or developments to improve accessibility, identified by the school, or through the access audit, into the Accessibility Plan.
- Continue to provide specialist aids/equipment to individual pupils whenever this is reasonable to do so.
- Consider on a planned basis, how to improve accessibility through reorganising or rearranging aspects of the school environment in the most cost effective way.

Monitoring and Review

Monitoring of the progress of this plan will be undertaken through regular meetings of the Leadership and Management Team, the Governors Education Committee (includes Inclusion) and the Governors Resources Committee (includes Facilities).

The plan will be reviewed and revised, at least, on a bi-annual basis. Oversight of the monitoring will be undertaken by the Governing Body and the Leadership and Management Team.

Evaluation of the plan will be carried out in two ways:

- By conducting an audit of progress towards targets identified
- Through the collection of wider information relating to accessibility from pupils, parents, LA, teachers and other relevant parties.

It is a requirement of the school's accessibility plan is resourced, implemented and reviewed as necessary. There follows a set of action plans showing how the school will address the priorities identified in the plan.

Accessibility Plan 2020 - 2022

Access to the Curriculum			
Statement	Evidence	Action Required	Time Frame
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities	Within the team staff can support all children	Training given to all staff as needed	Ongoing
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases	Maintain	Ongoing
Lessons provide opportunities for all pupils to achieve ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate.	All work is differentiated as appropriate and children have individual targets to work towards	Monitoring	Complete and ongoing
All pupils are encouraged to take part in music, drama and physical activities	Everyone is included in the curriculum	Maintain	Complete and ongoing
Staff recognise and plan for the additional time and effort needed by some disabled pupils	All detailed in Provision Maps, Management Plans and Individual Targets, progress monitored regularly	Individual Targets are reviewed termly. Special Needs Register updated termly. Pupil Progress Meetings termly.	Complete and ongoing
Ensure PE curriculum is accessible to all	Alternative exercises/provision during PE lessons to encourage inclusivity. Extra adult support. Adaptations to activities and equipment Differentiation clear on planning	Plan appropriately Seek advice from outside professionals including Physiotherapists, Occupational Therapists and SISS PI Team	Ongoing
Use ICT software to support learning	Make sure software is installed where needed Provide hardware such as iPads	Currently 16 ipads and two laptops in school that are dedicated to supporting	Ongoing

	and laptops to those children who would benefit	children with SEN. Look to increase number of iPads as required	
School visits are accessible to all pupils, regardless of attainment or impairment	Ensure each new venue is vetted for appropriateness Specific risk assessments completed for individual children when necessary	Maintain policy	As required
All staff have high expectations of pupils	Yes- Targets set and monitored Observations and Book Scrutiny Tacking monitored Termly accountability meetings with Year Leaders	Maintain ethos	Complete and ongoing
All staff strive to remove barriers to learning and participation	Yes- Effective planning, resources, interventions, reflective practice and following advice from external professionals Observations and Book Scrutiny	Maintain ethos	Complete and ongoing

Access to the Delivery of Information			
Statement	Evidence	Action Required	Time Frame
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities	All staff have received training on Dyslexia friendly practices as well as ASD training Hearing Impaired awareness training every year for teachers who need it. Manual handling training for those staff who need it. Specific training required for pupils with particular learning or physical needs undertaken	Ongoing	As and when necessary dependent upon pupils and families

	when required		
Written information is delivered in an appropriate format	Suitably enlarged, clear print can be provided for pupils, parents or carers with a visual impairment Interpreters are provided for parents with Hearing Impairments Children with visual difficulties are adapted for and given their own copy of writing (rather than having to look at the board), iPads to take photos of the board so they have it close by and written information on coloured paper (as suggested by their optometrist)	As required	As required
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format	Currently no children with VI attend the school.	Modify for individual pupils as and when necessary	As required
The school ensures that both in lessons and parents meetings information is presented in a user-friendly way e.g. by reading aloud, using overhead projectors/PowerPoint presentations etc.	Yes, variety of presentation styles used to aid the presentation for all Interpreters booked for parents who are Deaf when required.	Continue with current positive practice and ensure adaptations are made for individuals as and when necessary	Complete

Access to the Physical Environment			
Statement	Evidence	Action Required	Time Frame
<p>The layout of areas allows access for all pupils, such as</p> <p>Academic areas: e.g. classrooms, hall, library</p> <p>Sporting Areas: eg, gym, outdoor sporting facilities</p> <p>Social Areas: eg, dining hall, reception, common room, wet play area</p>	<p>All areas within school can be accessed but not internally – some parts of school require external routes for those in a wheelchair due to steps. There are internal steps in both buildings.</p>	<p>The Local Authority have done an assessment of the environment and accessibility around school.</p> <p>There are plans that have been agreed by the Local Authority, for a platform lift to allow access directly from the Reception classrooms to the hall. We are currently awaiting further advice to confirm the feasibility of the lift.</p>	<p>Provided that the lift manufacturer agrees that the proposed location is viable, work to be completed by September 2020.</p>
	<p>Some classrooms have steps to from the classroom to external doors but alternative exit routes are available.</p>	<p>Mobile ramps can be used for some external steps to allow access outside directly from the classroom for those in a wheelchair.</p>	<p>To be purchased and used under the advice of external professionals to ensure the safety of all pupils.</p>
	<p>There is a lift in the KS2 building so that the first floor can be accessed</p>	<p>Lift to be serviced and maintained</p>	<p>Complete</p>
	<p>The layout of classrooms and furniture is adapted and moved when necessary and equipment and seating is purchased when recommended by Occupational Therapists and necessary for access to the curriculum and</p>	<p>Individual Environmental Audits are completed for those pupils who require adaptations. Advice is sought by school from SISS Physical Team (Jo Walker is our named Teacher), Occupational</p>	<p>Complete and ongoing</p>

	learning.	Therapy and Physiotherapy.	
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps	<p>Internal steps prohibit some access in both buildings however access can be gained via the outside doors.</p> <p>Lift in KS2 building allows access to the first floor.</p> <p>Steps from classrooms to gain direct access to outside areas exist throughout school and alternative routes are used if necessary.</p> <p>Step from the Year 2 building to the path between Year 1 and Year 2 currently prohibits access for wheelchair users</p>	<p>Please see planned building works above.</p> <p>There are steps in the Year 2 area and in the Key stage 2 building leading from the library to the Year 3 area. Due to the fabric of the building and the width of the steps and corridor, school has been advised that a lift or ramp on these steps would not be possible.</p> <p>Lift to be serviced and maintained</p> <p>Mobile ramps can be used for some external steps to allow access outside directly from the classroom for those in a wheelchair.</p> <p>The Local Authority have done an assessment of the environment and accessibility around school. There are plans that have been agreed by the Local Authority to tarmac from the step to make an accessible</p>	<p>Reception area steps – Provided that the lift manufacturer agrees that the proposed location is viable, work to be completed by September 2020 as the first part of a two – part plan.</p> <p>Complete</p> <p>To be purchased and used under the advice of external professionals to ensure the safety of all pupils.</p> <p>Work to be completed by September 2021 as the second part of a two-part plan.</p>

	<p>Due to the age of the building, some of the gradients of slopes around school are potentially hazardous. The slope going from the entrance to Nursery (Rainbow Way) and the slope going from the entrance of the Year 1 building to the classrooms require wheelchair users to have adult support.</p>	<p>slope.</p> <p>The Local Authority have advised us that when carpets are next changed, we will change the colour of the sloped section to increase its visibility.</p> <p>Pupils in wheelchairs should not be travelling in these areas without adult supervision.</p>	<p>When new carpets are required.</p>
<p>Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed</p>	<p>There are three disabled toilets across the site.</p> <p>The disabled toilet in the Year 1 building is not thought to be big enough for a hoist or changing bed. The disabled toilet in the Year 2 area is big enough for a changing bed but doesn't currently have one.</p>	<p>The schools seeks advice and liaises with parents, SISS Physical Team (Jo Walker is our named Teacher), Occupational Therapy and Physiotherapists. Individual Environmental audits and Manual Handling Plans are written by the SISS team.</p>	<p>Ongoing</p>
<p>Pathways around school are safe and well signed. Parking arrangements are logical and safe</p>	<p>Disabled parking clearly marked in Key Stage One and Two Car Parks. Needs re-doing after building work in Key Stage Two Car Park.</p>	<p>Although both car parks have clearly marked disabled spaces, the spaces do not have enough room on either side. Gain advice on a suitable space and the dimensions to ensure it is large enough.</p>	<p>September 2020</p>
<p>Ensure all disabled pupils can be safely evacuated</p>	<p>Put in place a Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p>	<p>Currently in place for all pupils who require one. Write new ones as required.</p>	<p>Complete for current pupils.</p>

	An Evac Chair has been purchased and installed in the Key Stage Two first floor corridor. Peter Egan and Jodie Hales are trained in how to use it and are able to train other members of staff.	Chair maintained and relevant staff trained when necessary	Complete
Signs are uncomplicated and unambiguous.	Clear signs in all areas	Maintain	Ongoing
All areas are well lit	All areas within the school building are well lit	Maintain	Ongoing
Steps are taken to reduce background noise for hearing impaired pupils by considering a rooms acoustics, noisy equipment etc	All pupils with HI have Management Plans set out by the Sensory Team Teacher and reviewed with parents and staff. All equipment advised is purchased and staff make all adjustments that can be made within our setting.	Maintain	Ongoing
Furniture and equipment selected, adjusted and located appropriately, e.g. height adjustable tables are available, low level sinks etc.	Adjustments made on an individual basis All specialist furniture and equipment purchased after consultation with Occupational Therapists and SISS PI Teacher	Monitor and maintain equipment	Complete