

The Michael Syddall CofE VA Primary School

Accessibility Plan 2017 – 2020

Rationale

The Michael Syddall CE (Aided) 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 line with the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The needs and abilities of each individual child are our first priority and we firmly believe education is a partnership between school, parents and pupils.

Aims & Purpose

This Accessibility Plan takes account of the school's public sector duty set out under the Equality Act 2010 and Disability Discrimination Act (DDA) 1995. Disability is defined by the DDA as; *'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.'*

The key purpose is to eliminate and reduce barriers to accessing the curriculum and to full participation in school community for all pupils, prospective pupils and anyone else in our school.

The school is also committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. Under SEND all schools have a duty to audit access to buildings, facilities and develop an access strategy and plan covering a 3 year period.

Our SEND policy outlines provision that our school has in place to support pupils with SEN and disabilities, this accessibility plan provides an outline of how our school will manage increased access to the curriculum, physical access to school and access to information.

Through implementation of the Accessibility Plan the Governing Body, Headteacher and all school staff will aim to:

- Ensure that the physical environment of the school is compliant with DDA.
- Increase the extent to which disabled pupils can participate in the school curriculum.

- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated facilities provided by the school.
- Ensure that, where it is practicable to make reasonable adjustments for individual pupils, to allow them to be involved in every aspect of school life and all barriers are removed.
- Ensure disabled pupils are not discriminated against in any way.
- Recognise and value parents/carers knowledge of their child's disability and its effect on their ability to carry out normal activities.
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.
- Set appropriate learning targets, responding to pupils' diverse learning needs, to overcome potential barriers to learning and assessment for individuals and groups of pupils.
- Seek and follow the advice of LA services, such as specialist advisory teachers, SEND and health professionals.
- Provide staff with the necessary training to teach and support disabled pupils.
- Ensure classrooms are organised for disabled pupils and ensure lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity.
- Provide access to technology/equipment appropriate for pupils with disabilities.
- Listening to pupils' views and taking them into account in all aspects of school life.
- Where a pupil has or requires a EHCP , the school will work with the LA who makes and maintains the plan to ensure that the identified provision is delivered in an appropriate manner.
- Will be sensitive to any issues of confidentiality.

Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs:

- Appropriate seating, acoustic, conditioning and lighting
- Adaptations to the physical environment of the school, policies and procedures
- Access to alternative forms of communication
- Provision of tactile and kinaesthetic materials
- Access to specialist aids, equipment and furniture
- Access and frequent access to specialist support

Accessibility Plan – 2017-2020

Improving access to the physical environment				
Area	Action	Timescale	Responsibility	Comment/date/outcome
1. Approach	Repair surface at the entrance to the carpark/path	July 2017	SBM/caretaker (also H&S Gov)	Signage presently makes people aware of uneven surface
2. Carpark	Designated accessible parking space Signage and marked out permanently.	Sept 2017	SBM/caretaker (also H&S Gov)	Signage to indicate this designated bay.
3. Outside Ramps	Ensure all outside ramps have 2 handrails Are any further ramps required? Ensure ramps are kept clear of grit, any potential trip hazards and surfaces are in a good condition.	Autumn '17 ongoing	SBM/caretaker (also H&S Gov) Liaise with HT/specialist support Caretaker (also H&S Gov)	Completed (current ramps) Ongoing
4. Ensure all fire escape routes are suitable for all	Seek advice from LA Health & Safety	Autumn '17	SBM/caretaker (also H&S Gov) H&S Adviser	This was reviewed 2015 for a particular pupil, at this time access deemed adequate, does this still apply?
5. Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan for pupils who need them.	As required	SENDco and class teacher	Ensure all staff involved with pupil are familiar with the plan.
6. Improve external access for visually impaired people	Replace external light bulbs immediately when blown.	Ongoing	Caretaker	Access around site easier and safe.
7. Ensure entrance and corridors are kept clear of obstructions	Regular visual checks	Ongoing	Caretaker	Access around site easier and safe.
8. Ensure fire doors are in working order and there are no obstructions on the outside.	Regular visual checks	Ongoing	Caretaker	Access around site easier and safe.
Improving access to the curriculum				
9. Ensure staff have appropriate	Use staff audit to identifying any	Sept 2017	SENDco	Raise staffs abilities, awareness, experience

training as necessary for specific training on disability issues	additional training requirements and use to inform professional development process.			and confidence with particular needs.
10. Ensure all educational visits are accessible to all.	Develop guidance for staff on making trips accessible.	Autumn 2017	EVC	Participation in Educational visits
11. Review PE curriculum to make PE accessible to all.	Develop guidance for staff on inclusion in Physical Activities.	Spring 2018	PE/SENDco subject leaders	This is evolving presently and we have sought advice from local sports coach (Mike Layfield)
12. Ensure pupils with access difficulties participate equally in club activities.	Survey/monitor participation of different groups Organise different activities to encourage some pupils	Spring 2018	PE/SENDco subject leaders	All pupils including those with disabilities participate freely if they choose to.
Improving Access to information				
13. Review information to parents/carers to ensure it is accessible.	Ask parents/carers about access needs as appropriate. Review all letters/communication by HT/DHT. Produce in alternative format if required eg large print/Braille.	Autumn 2017	HT/DHT	All parents get information in appropriate form.
14. Develop visual timetabling in all classes.	Staff meeting to share good practice and agree whole school approach.	Autumn 2017	SENDco	All pupils clear and understand about their learning timetable over a day/week.
15. Increase support and information for parents of disabled pupils	Establish a parent's information board including signposting further SEN/disability information.	Autumn 2017	HT/DHT	Parents have access to further support and information.