

Clifton Green Primary School



Accessibility Plan 2016 - 2019

Signature of Chair of Governors:

Signature of Headteacher:

Date of Adoption:

Date of Review:

Introduction

Under the Equality Act 2010 schools should have an **Accessibility Plan**. 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 listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Clifton Green Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Contextual Information

The School’s building is well designed to meet the needs of disabled pupils:

- The school is a single story building with access via ramps at each entrance in to the building enabling access for wheelchair users
- Use of all classrooms is adapted to meet pupils’ needs
- A lift is installed outside the Inclusion Classrooms, to ensure easy wheelchair access
- There are three disabled toilets available in school – two of which incorporate wet rooms
- The Hornbeam and Kingswater classrooms, including a small sensory space, are designed to support our children with ASD and SEMH needs
- Designated disabled parking spaces are available close to the school’s main entrance.

The Current Range of Disabilities within Clifton Green Primary School

The school has around 20% of children on the SEND register and needs include; Autistic Spectrum Disorder, cerebral palsy, Spina Bifida, Fragile X, Microcephaly, ADHD, visual and hearing impairment and significant medical needs. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. For guidance on supporting medical needs within the school please see the school’s current **Medical Needs** policy.

Key Objective

To reduce and eliminate barriers to access to the curriculum and full participation in the school community for pupils and prospective pupils, and our adult users, with a disability.

Principles

1. Compliance with the Equality Act is consistent with the school's aims and Inclusion Statement, and the operation of the school's SEND policy;

2. The school recognises its duty under the Equality Act

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

3. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

4. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; setting suitable learning challenges;

- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

Consultation with pupils, parents and disabled people

The school provides excellent support and a good level of communication with parents, carers and children. Regular review meetings, incorporating relevant external agencies, provide details of how current practice influences pupil progress and well-being and how practice can be developed further.

Linked Policies

This plan will contribute to the review and revision of related school policies where and when necessary and should be read alongside the following policies:

- Teaching and learning
- SEND policy
- Equality Policy
- Health and Safety Policy
- Intimate Care Policy
- Behaviour Policy
- Admissions Policy
- Inclusion Statement
- Medical Needs Policy

The Equality Act 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students.

1. Equality and Inclusion

1.	Target	Strategy	Outcome	Focus Term
1.1	To ensure that the Accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation	Summer 2017
1.2	To improve staff awareness of disability needs.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues	Autumn 2016
1.3	To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Disability access is central to the review of all linked policies.	Spring 2017

2. Physical Environment

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

2.	Target	Strategy	Outcome	Focus Term
2.1	To ensure that adjustments to the school buildings and grounds maintain accessibility for all children and adults.	Audit of accessibility of school buildings and grounds by Governors and Head teacher when making building adjustment.	Proposals of modifications made to building / development maintain access for people with disabilities.	Summer 2017
2.2	To ensure building upkeep / maintenance takes account of accessibility requirements.	Consider colours for visual impairment needs when re-decorating. Maintain ramps and signs to a good standard to secure ongoing suitable access	Ongoing school upgrade and maintenance will meet the needs of pupils and adults with disabilities.	Summer 2017

2.3	To ensure support for visual impairment needs.	Site manager to use contrasting coloured tape to mark all steps around school.	All step edges are clearly defined.	Summer 2017
2.4	Both pupils with SEND and without move around the school in a way that is considerate of all needs.	Mark all corridors and pathways with visually appealing markers to give guidance to pupils as to how and which way to move around the school environment.	All pupils understand how to and feel safe when moving around the school environment.	Autumn 2017

3. Curriculum

3.	Target	Strategy	Outcome	Timeframe
3.1	To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Autumn 2017
3.2	To ensure that all children are able to access, as far as is safe to do so, all out-of school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation. Risk Assessments completed effectively.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Autumn 2017
3.3	To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes, standing frames.	Children will develop independent learning skills.	Spring 2016
3.4	To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Summer 2017 Summer 2018 Summer 2019
3.5	To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment, including provision areas, to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils and pupils are able to access learning independently in areas.	Spring 2017

3.6	To train teachers on differentiating the curriculum and ensuring classrooms that support SEMH needs and self-regulation.	Inform staff from feedback from learning walks how to improve their classroom and learning for all.	All teachers are able to more fully meet the requirements of children's needs with regards to accessing the curriculum, including those with SEMH needs.	Spring 2017
3.7	To use Communication in Print – picture communications symbol maker to support communication and understanding for all.	Purchase a whole school licence for Communication in Print online facility. Deliver training on how to use. Model effective use across whole school and within lessons.	All staff confident in using Communication in Print to create effective visuals and resources including word banks and CIP is part of whole school displays.	Spring 2018
3.8	To increase the effective Speech & Language provision in school.	SENco to meet with Specialist SALT TA to review SLCN across whole school. To map out provision for SALT on Edukey provision mapping platform and timetable key support for individuals and groups (talk boost).	Classroom provision is increasingly more effective for pupils with SLCN needs. Pupils with SLCN are making at least good progress. Early effective intervention will reduce need for intensive intervention in the upper key stages.	Summer 2017
3.9	Increase the effective EAL provision in school	SENco to meet with EAL Support TA and review timetable. To provide training for staff on how to best support EAL within classrooms. To ensure all EAL support is mapped on Edukey provision mapping document.	Classroom provision is increasingly more effective for pupils with EAL needs. Pupils with EAL needs are making at least good progress. Early effective intervention will reduce need for intervention in the upper key stages.	Summer 2017
3.10	To ensure that pupils with vision impairment have full access to learning with class.	Get advice from Vision Support Service on IT software such as touch typing programmes. Ask Vital IT company to fit personal screens for children with VI in base classes. Look into possible link up of iPad to Hall Projector for assembly access.	Pupils with Vision Impairment have the same access to curriculum learning as all pupils.	Autumn 2017

4. Written/Other Information

4.	Target	Strategy	Outcome	Focus Term
4.1	To ensure availability of written material in alternative formats.	The school will make itself aware of the services available through the LA and Google translation for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Spring 2018
4.2	To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone, arrange alternative scheduled meeting (where SEMH and anxiety needs prevent attendance) or send home written information.	Parents are informed of children's progress.	Summer 2017

This Accessibility Plan will be reviewed 3 yearly in line with Statutory guidance, however the targets set out above will be reviewed on a termly basis.

	Date achieved	Target and Achievement	Approved
1.1		To ensure that the Accessibility Plan becomes an annual item at the FGB meetings.	
1.2		To improve staff awareness of disability needs. 'All About Me' staff training focus on SEND and the needs within school. Repeated with an altered focus termly	
1.3		To ensure that all policies consider the implications of disability access. Recently reviewed policies such as SEND policy refer to disability access within school	
2.1		To ensure that adjustments to the school buildings and grounds maintain accessibility for all children and adults.	
2.2		To ensure building upkeep / maintenance takes account of accessibility requirements.	
2.3		To ensure support for visual impairment needs.	

2.4		Both pupils with SEND and without move around the school in a way that is considerate of all needs.	
3.1		To continue to train staff to enable them to meet the needs of children with a range of SEN. Moving and handling training taken plan in EYFS and Year 1 as well as training with the height adjustable bed and mobile hoist	
3.2		To ensure that all children are able to access, as far as is safe to do so, all out-of school activities. eg. clubs, trips, residential visits etc.	
3.3		To provide specialist equipment to promote participation in learning by all pupils. Range of classroom equipment to support learning needs has been bought in by the school Standing frame to support child with Spina bifida in accessing areas within the setting with some independence Racing wheelchair used within P.E. sessions for child with Spina Bifida	
3.4		To meet the needs of individuals during statutory end of KS2 tests.	
3.5		To ensure classrooms are optimally organised to promote the participation and independence of all pupils. Training on classroom environments particularly linking with development of independence and provision areas has begun	
3.6		To train teachers on differentiating the curriculum and ensuring classrooms that support SEMH needs and self-regulation. Training on classroom provision to support SEMH has begun and has been made a focus 2017-18 School Budget will allow for some spending on provision to support this need within classrooms	
3.7		To use Communication in Print – picture communications symbol maker to support communication and understanding for all.	
3.8		To increase the effective Speech & Language provision in school.	
3.9		Increase the effective EAL provision in school	
3.10		To ensure that pupils with vision impairment have full access to learning with class. Individual monitors within classroom's to support pupils with visual impairment	

4.1		To ensure availability of written material in alternative formats.	
4.2		To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings. Identification of parents and families across school who cannot/ find it difficult to attend parents evening Initial communications set up	