



School Accessibility Plan 2014 ~ 2016

Introduction

At St Mary's C of E Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

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.'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

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

- Contenance
- 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.

With this in mind this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from 2014 - 2016.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our planning addresses the following areas:

- **Physical facilities** – addressing improvements for 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.
- **School curriculum** – increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- **Support services** – access to services within and external to the school to support families where a disability is identified.
- **Awareness** – building awareness of staff through training and development and heightening children’s awareness of issues related to disability.
- **Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Supporting Policies:

- Equalities Policy
- SEN and Inclusion Policy
- Curriculum Policies
- Anti-bullying and Behaviour Policy

Previous Adaptations made to the school:

- Accessible buzzer entry system (low and high).
- Enhanced lighting in classrooms.
- Installing electronic white boards in teaching rooms – it is recognised that children with SEN and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.
- Staff within the school volunteered to be trained so that children with medical needs could gain access to the education, e.g. diabetes, epilepsy.

Access to the Physical Environment

Targets	Strategies	Responsibility	Success Criteria
<p>To be aware of the access needs of disabled children, staff, governors and parents/carers.</p> <p>Ensure the school staff & governors are aware of access issues</p>	<p>a) to create access plans for individual disabled children as part of the Individual Planning process.</p> <p>b) to ensure staff and governors can access areas of school used meetings</p> <p>c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>d) circulate information to relevant staff on Access to Work scheme</p> <p>e) Staff to share SENCO passport information with volunteers and support staff to ensure continuity of care for the children</p>	<p>SENCO / classteacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher / H&S committee</p> <p>SENCO</p>	<p>IP's are in place for disabled pupils, and all staff are aware of pupils' needs. SENCO passports in place for all SEN children.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school.</p> <p>Access to Work Information in Staff Handbook and on staffroom notice board.</p> <p>Volunteers are aware of needs of SEN children at all times.</p>
<p>Ensure everyone has access to reception area</p>	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) clear signposting and instructions at school entrance</p> <p>c) check the outer door is wide enough for a wheelchair</p> <p>c) provision of appropriate seating</p> <p>d) Provide a bell on the counter so that wheelchair users can get the attention of staff in the office.</p>	<p>Premises Manager / Resources (H&S) Committee/ HT</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors have an appropriate area/ space if waiting for reception.</p> <p>Visitors are visible to office staff.</p>
<p>Maintain safe access for visually impaired people.</p>	<p>a) Check condition of yellow paint on step edges regularly.</p>	<p>Premises Manager / Resources (H&S)</p>	<p>Visually impaired people feel safe in school grounds.</p>

	<p>b) Check exterior lighting is working on a regular basis.</p> <p>c) Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child.</p>	Committee/ SENCO	<p>Yellow edges to be re-done as needed throughout the school year.</p> <p>Light to be fitted near front door.</p> <p>Child knows where equipment ends.</p>
Ensure all disabled people can be safely evacuated.	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information.</p>	SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises	<p>All disabled pupils and staff working with them are safe in the event of a fire.</p> <p>There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily.</p>
Provide appropriate lighting in classroom/s to support pupils with visual impairment.	Take advice from Richard Cloudesley on appropriate equipment if this becomes necessary.	SENCO	Children with visual impairments have access to the curriculum.
Provide hearing loops in classroom/s to support pupils with a hearing impairment.	Take advice from Richard Cloudesley on appropriate equipment if this becomes necessary.	SENCO	Children with hearing impairments have access to the curriculum.
Ensure there are enough fire exits around school that are suitable for people with a disability.	<p>Ensure staff are aware of need to keep fire exits clear.</p> <p>Review the school's fire alarm system to broaden the alert systems for pupils/ adults with disabilities.</p>	Premises Manager/SENCO	All disabled personnel and pupils have safe exits from school.

Access to the curriculum

Targets	Strategies	Responsibility	Success Criteria
Ensure disabled children can take part equally in lunchtime and after school activities.	Staff training on Autistic Spectrum with a particular focus on Social Communication skills for pupils with ASD or similar behaviours to support access to curriculum including playtimes and extra-curricular clubs.	SENCO	Disabled children feel able to participate equally in out of school activities.
Ensure all staff have specific training on disability issues.	Review of provision of laptop/minibook/tablet/voice recorders or similar to support pupils with needs such as dyslexia and motor disabilities to enable alternative recording. Identify training needs at regular meetings. Advice for teachers on use of colour backgrounds on interactive whiteboards to support visual needs, e.g. colour blindness, dyslexia.	SENCO / Headteacher	Raised confidence and knowledge of staff.
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access.	Ensure Individual plans are shared with all staff.	SENCO	All staff are aware of individual's needs.
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all pupils.	Review PE curriculum to include disability sports.	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's LA will be available to support.
Develop links with a special school/ outreach teams.	Sharing INSET opportunities. Using specialist setting to support peer awareness programmes.	SENCO	Increased understanding of the opportunities available to the children.

Access to information

Targets	Strategies	Responsibility	Success Criteria
Signage around school to be in other languages	Plans for a welcome sign in reception – need to identify which language/s to use. To also include visual support.	Headteacher / SENCO	All people feel they are welcome in school.
Inclusive discussion of access to information in all parent/teacher meetings.	Ask parents about preferred formats for accessing information eg braille, other languages. Translation Tool to be added to website to allow multi-lingual access.	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all.
School actively supporting parents through Early Help strategy.	Common Assessment Framework being applied and school acting as lead agency on some 'Team around the child'/'Team around the Family' meetings.	SENCO/ Headteacher	Signposting of parents to support groups or services as applicable, e.g. ASD, Dyslexia. Key members of staff identified as link person for 'hard to reach' parents or families responding to their needs and vulnerabilities. Develop assessment framework for well-being across the school.
Staff training on four areas of need.	Staff training accessed from support services to support pupil access and needs, e.g. speech and language therapy, occupational health.	SENCO	Raised confidence and knowledge for staff.
Develop quick systems for sharing key information.	Use of 'Teachers2parents' to communicate with families as a preferred means of communication.	SENCO	More families are able to receive key school information regularly.

Access improved through raising Awareness

Targets	Strategies	Responsibility	Success Criteria
Continue to challenge stereotyping through curriculum opportunities.	Address different aspects of disability through assembly themes and stories.	SENCO	Pupils have the opportunity to learn about different disabilities.
Use school website to promote awareness of support networks for families.	To signpost Islington services on school website. School Information report on school website. Family Support tab on the school website. Annual 'Meet the Agency' event for parents to network with agencies which the school works with.	SENCO	Parents/ carers are able to find out about services in their area to support their (own and child) needs.

Written by

Islington Schools
adapted by Laura Mayende

Policy reference material, guidance or link policies

Legislation: Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

Reviewed by

Children, Families and Community

Ratified by

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Review committee

Children, Families and Community