

Accessibility Plan

Essex Primary School

June 2016-June 2019

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, schedule 10. It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils” issued by DfES in July 2002. The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Essex Primary School’s building is well-designed to meet the needs of disabled pupils and staff:

- All classrooms are on the ground floor. The staff room at 1st floor level is served by a lift as well as stairs.
- Use of classrooms can be adapted to meet pupils’ needs
- All public-access rooms, including the front entrance, toilets and halls are on the ground floor, with a low step or ramps.
- We have 6 disabled toilets on the ground floor and one on the first floor making a total of seven. Four of the toilets incorporate wet rooms. Two of the disabled toilets are for adults with one located on the first floor near the staffroom and next to the lift.

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

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 **Spring 2016 to Spring 2019**.

Definition of Disability:

Disability is defined by the Equality Act 2010. In the Act, a person has a disability if:

- They have a physical disability or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- ‘Substantial’ means more than minor or trivial

- 'long –term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuation conditions).
- 'normal day-to-day activities' include everyday activities such as eating, washing and going shopping

Key Objective

- To reduce and eliminate barriers to access to the curriculum and to 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 equal opportunities policy, and the operation of the school's SEN 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. In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002)
4. 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 rights to confidentiality.
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils:
 - Responding to pupils' diverse learning needs.
 - Overcoming potential barriers to learning and assessment for learning for individual and groups of pupils

Information from pupil data and school audit

We currently have a range of children of all backgrounds, needs and abilities. As of 30th April 2016: We have children with diabetes, asthma, eczema, hearing impairment, visual impairment, ADHD, ASD, allergies, SpLD (Dyslexia), Speech and Language Difficulties and physical disability.

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school. The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The SENCO has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of all staff
- Successful practice is shared within the school
- Disabled pupils have access to extra-curricular activities

Actions:

Essex Primary plan over time to increase the accessibility of provision for all pupils, staff and visitors at the school. The Accessibility Plan will contain relevant action to the following three areas:

(a) Improving access to our schools' physical environment; adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

(b) Improving 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; (If a school fails to do this they are in breach of the Equality Act 2010 Schedule 10). 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.

(c) Improving access to information usually provided in written form to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, text books and information about the school and school events. The information should be made available in various preferred formats within a reasonable time -frame.

Linked Policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equality information and objectives (including the Single Equality Duty)
- Staff development
- Health and safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning File
- Moving and Handling Policy
- Asthma Policy
- Administering Medicines Policy

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on 'having regard to matters relating to Access'.

The School Brochure will make reference to this Accessibility Plan. The School's complaints procedure covers the Accessibility Plan. Information about our Accessibility Plan, which will be monitored through the Curriculum and Finance Committees. The Plan will be monitored by Ofsted as part of their inspection cycle.

Further guidance on the scheme is available on the DRC website: -

http://webarchive.nationalarchives.gov.uk/+www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_10038105

DATE: 16.05.2016

This policy was agreed	13 July 2016
Next review due	July 2019

ESSEX PRIMARY SCHOOL ACCESSIBILITY ACTION PLAN

Section 1 ACCESS TO THE CURRICULUM: Curriculum delivery						
	TARGET/ISSUE	STRATEGY/ACTION REQUIRED	OUTCOME/ SUCCESS CRITERIA	TIME COST	LEAD	MONITOR/PROGRESS [ACHIEVEMENT]
1.1	Staff to seek to remove all barriers to learning and participation	<ul style="list-style-type: none"> • seating arrangements appropriate • groupings to allow minimum change for disabled pupils • Space allowed for manoeuvring of wheel chair/ frame/static chair • Use of IWB, awareness of font size & colour of text • Direction of sound, signing and potential for lip-reading for Hearing Impairment (HI) use of individual radio aids/soundfield systems • Minimise distractive noise • Worksheets enlarged to A3 if required for Visually Impaired (VI) • Overlays for dyslexic pupils 	All SEND children able to learn & participate	<p>June 2016</p> <p>Soundfield cost & viability to be explored</p>	Year Group Leaders (YGL) DHT [via monitoring & lesson obs.]	

CONT	TARGET/ISSUE	STRATEGY/ACTION REQUIRED	OUTCOME/ SUCCESS CRITERIA	TIME COST	LEAD	MONITOR/PROGRESS [ACHIEVEMENT]
1.2	To ensure total communication methods are of a consistent high quality in classroom practice across the school.	Monitor and observe communication methods across school eg, Picture Exchange Communication System (PECS), signalong, visual timetables, objects of reference, writing with symbols, Social Communication Emotional Regulation Transactional Support (SCERTS) model.	Disabled pupils successfully able to access information and communication needs across the school.	June 2017	Teacher in charge of resourced provision SENDCO	
1.3	To increase staff confidence and skill in planning for the needs of children working on the P Scales in the classroom	Sensory room/ soft play room training for relevant staff TICRP inset on planning for children working for children on the P Scales Expert advice from TICRP Time to make resources	Children are fully included in the curriculum. Staff trained & quality provision to enhance learning	Summer 2016	YGLs Teacher in charge of resourced provision [TICRP]	
1.4	Access to appropriate technology for those with disabilities	Succession planning- other members of year group to have time set aside by SLT to train in this [eg Symphony maths/Lexia/Mathletics] YGL to be Link to SENDCO to ensure strategies & procedures being followed within planning, assessment and moderation	Staff trained and technology in use YGL liaising with SENDCO	September 2017	SENDCO	
1.5	To provide training for TAs on how to deliver effective intervention programs and planning for pupils in RP and mainstream education. This includes Wave 3 literacy development program/team-	New TA to be identified and trained in Wave 3 New staff in RP to be recruited and trained in working with children with high needs / ASD	Staff recruited and trained and working in relevant departments Staff delivering effective intervention and quality support	Training for Team-Teach £2000 £600 for TA trained in Wave 3	SENDCO TICRP	

	teach/colourful semantics/Language Enrichment Groups (LEG) groups/Reading Language Intervention (RLI) and included as part of succession planning.			£600 for SL programmes		
Section 2 : PHYSICAL ACCESS: School design to be accessible & meet needs of all pupils						
	TARGET/ISSUE	STRATEGY/ACTION REQUIRED	SUCCESS CRITERIA	TIME/COST	LEAD	MONITOR/PROGRESS (ACHIEVEMENT)
2.1	Ensure that door ways are flat/smooth and static chair accessible by exploring alternative floor edge trims that will provide greater access around the school eliminating the risk of damage to the chair	<ul style="list-style-type: none"> • Exploring the replacement of floor edge trims • Static chair user able to get through internal doors • School to commission contractor to carry out necessary work 	Static chairs will not be damaged and will run smoothly from one area to another without hindrance	£1000 - £1500 estimate	SENDCO HT	SENDCO HT
2.2	To provide additional space for ASD children in the resource provision that could also be used as a 'chill out' room	<ul style="list-style-type: none"> • School to propose feasibility and costing to governors • If agreed, to identify an area where building could take place. • Commission architect and contractors to carry out the build. 	New build has been completed to provide additional access and space for children with High Needs ASD	Estimate £127,400 as a guide from the industry standard rates	HT	HT
2.3	Non visual guides used to assist people to use the building	<ul style="list-style-type: none"> • Braille • Access routes in raised linear form 	Non-visual guides in place and in use	Spring 2019 £350	SENDCO	HT

Section 3: ACCESS TO INFORMATION: Materials delivered in suitable formats

	TARGET/ISSUE	STRATEGY/ACTION REQUIRED	SUCCESS CRITERIA	TIME/COST	LEAD	MONITOR/PROGRESS [ACHIEVEMENT]
3.1	Ensure arrangements in place to provide learning material in a variety of formats to meet specific children's needs.	<ul style="list-style-type: none"> • Enlarged fonts /worksheets -> A3 • Colour overlays for visual stress. • Maintain or extend employment of buy-in Speech and Language Therapist (SALT) • Use available ICT equipment and programs to enable access for pupils and to alter screen colour, background, print or font. 	<ul style="list-style-type: none"> • Pupils able to access printed information • Speech & language therapist continue in post 	Autumn 2019 £6 – 12K	Senior Leadership Team (as part of monitoring/ observations – teaching and learning)	HT
3.2	User- friendly school brochures, school newsletters and other information for parents/carers in alternative formats and languages.	<ul style="list-style-type: none"> • Extra question for parents on pupil admission re: access to info [provide signposting] • Available on the school website • Additional comment on letters sent out offering signposting 	School community reports easy access to information from audit or parent questionnaire.	Summer 2019	Learning Mentors/Admin Staff/EMA ICT co-ordinator DHT/HT	

CONT	TARGET/ISSUE	STRATEGY/ACTION REQUIRED	OUTCOME/ SUCCESS CRITERIA	TIME COST	LEAD	MONITOR/PROGRESS [ACHIEVEMENT]
3.3	Ensure all school staff are familiar with technology and practices developed to assist pupils with disabilities	<p>Training takes place ahead of placement, wherever possible, to meet needs of specific children re: care plans, moving and handling, pupil passports <i>e.g. early summer term for autumn term classes</i></p> <p>Ensure register in place to record all training undertaken & provide for new staff within induction programmes</p>	Needs of specific pupils are met by trained staff	Summer 2019 <i>and ongoing for subsequent years</i> cover costs for staff on training as required [CPD budget]	SENDCO Teacher in charge of resourced provision [TICRP]	HT SEND Link governor
3.4	Hearing Impaired (HI) children are able to access the curriculum.	<p>HI Team Advisory Teacher works with the school to provide guidance as to how best to support children with Hearing Impairments</p> <p>School to look into enhancing learning for all by purchasing a Soundfield System.</p>	Hearing Impaired Children are effectively supported and making good progress.	Summer 2017 Soundfield cost & viability to be explored	SENCO HT	

ESSEX PRIMARY SCHOOL: Disability Access Plan April 2016 – 2019

Revised and reviewed plan: May 2016 J.Price, G.Campbell, T.Davis