

St Peter's Wymondham C of E Primary School



Accessibility Policy and Plan 2018 - 2021

Reviewed by LGB Autumn Term 2018

Context

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by St Peter's Wymondham C of E Primary School.

This scheme incorporates the school's plans to further improve access to education for disabled pupils. It also aims to meet the needs of disabled staff, parents and visitors.

Definition (Equality Act 2010)

“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 Disability Discrimination Act (DDA) ‘substantial’ means ‘more than minor or trivial’. ○ ‘Long-term’ means has lasted or is likely to last more than 12 months.

In relation to pupils at St Peter's Wymondham C of E Primary School, this could include children with a wide range of impairments, including (but not limited to);

- Learning disabilities,
- Autistic Spectrum Disorder (ASD) ○ Speech and language impairments
- Attention Deficit and Hyperactivity Disorder (ADHD), ○
- Hearing impairment
- Dyslexia
- EDS

A child is disabled to the extent that their condition impairs normal day-to-day activity and may be evident in the following aspects

- 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

Provision

St Peter's Wymondham C of E Primary School is an inclusive organisation and we will make all reasonable and practicable provision for anyone with a disability so that they are enabled to access our facilities, activities and events. Provision for disability is of two generic kinds:

- a. the specific, particular and bespoke plans we make to meet the needs of an individual person with disability whether pupil, staff or visitor.
- b. generic provision addressing a broad spectrum of disability

In the first case, we will always consult closely with the disabled person and/or their carers when planning access adjustments to meet specific needs. We will seek the advice of specialists if appropriate. Plans will be regularly reviewed and adjusted if necessary to reflect a changing situation, changing need or the identification of a better way of doing things. The views of the disabled person and/or their carers will always be significant part of this review process and we will always contribute effectively to a wider review of provision initiated by other agencies.

In the second case, we will ensure that the standing arrangements in school as these relate to school procedures and the physical environment are as disability –friendly as possible Provision for pupil disability is closely matched to the particular individual needs and may include;

- Appropriate 1-1 adult support
- Provision of specialist training to staff supporting a pupil with disability

- Adjustments to the curriculum, or to teaching methods to enable best possible access for disabled pupils
- Provision of specialist equipment
- Incorporation of specialist equipment into the classroom environment
- Design and implementation of bespoke support systems matching need (e.g. behaviour and social support for pupils with ASD or ADHD)
- Adjustments in the school day

Provision for disabled staff or visitors is enabled following the same principles and often, the same means. Meaningful consultation and effective review are central in this context, too. In improving the physical environment of the school to be disability-friendly, we consider;

- Improvements to or advice about lighting, signage, colour contrast, the acoustic environment, floor coverings · Improvements to and provision of toilets, washing and changing facilities.
- The layout of the playground and other common areas.
- The provision of particular furniture and equipment to improve access.

Strategy

As part of the school’s Disability Equality Scheme, the school has adopted the following approach:

- To carry out an audit of the accessibility of the school’s physical environment in order to allow the free movement of disabled pupils around the school. The school will do everything possible within its budgeted resources to provide facilities. The annual audit of the physical environment will include a section on reducing an adverse impact on people with a disability. In addition, we complete risk assessments which will identify interim issues.
- To review the school’s curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them.
- The school recognises the importance of developing a culture in which both teaching and non-teaching staff conform to the spirit as well as the letter of the Act. Staff are supported by SENCO, external advisors and are helped to provide reasonable adjustments and we have regular review meetings with parents to evaluate the effectiveness of these adjustments. The school will consider the provision of disability awareness training within staff development programmes.

- In order to consider all the implications of an open access policy with regard to disabled policies, the Governors' Curriculum Committee will review the disability, inclusion, health and safety, SEN, and any other relevant policies as appropriate.
- This scheme will be reviewed annually by Governors. ○ The important content of school documentation complies with dyslexia-friendly fonts and formats. We have notified parents that accessibility of text based resources can be provided, in different ways i.e. coloured paper etc. if we are notified.
- This scheme will be published on our website and all parents and community will be notified of its existence and have the opportunity to access a copy online or a paper version through school.

General targets

Action	Success criteria	Lead person	Timescale	Review
Collaborate with relevant personnel to agree action to support those in the school community with a disability in line with DDA duties.	Joint meetings arranged and attended where relevant		N/A when appropriate	As appropriate, annual if needed.
Establish a working party to develop involvement of those with disabilities within the school community and beyond.	2017 review to work with parents, Governors and school council	AH/Govs	2017/18	Review in Spring 2018
Undertake audit of school policies and procedures to establish baseline of present level of disability discrimination	Audit undertaken, identified those which need reviewing	AH/JJ	As part of cycle on annual rolling programme.	Termly review of different relevant policies.

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Increase access to the curriculum	Discuss curriculum approaches and provision with subject leaders	All Staff	Annual review	Throughout creative curriculum
Agree and formalise systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates	Annual questionnaire	HT	As need arises.	Annual
Agree and formalise the systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors	Discuss with cohort teacher of provision and impact. Report to governors.	AH/Govs	Summer term HT report to Govs	Annual

Improving Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
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Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Autumn term 2017	Increasing access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Currently not a difficulty. Review where necessary.	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment 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	Audit undertaken. Meets needs of current cohorts. On-going review related to pupil/staff need	Increased access to the National Curriculum

Improving the Delivery of Written Information

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Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing.	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats – when deemed necessary	<p>Appropriate website and newsletter. Dyslexia friendly. Offer of large print / Braille etc. no picture etc. Parents will be notified in newsletter of the options.</p> <p>Periodically review school publications and promote the availability in different formats for those that require it.</p>	All school information available for all	Summer term 2017	Delivery of school information to parents and the local community improved

<p>Review documentation with a view of ensuring accessibility for pupils with visual impairment – when deemed necessary</p>	<p>Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customised materials.</p>	<p>All school information available for all</p>	<p>When necessary, not currently an issue.</p>	<p>Delivery of school information to pupils & parents with visual difficulties improved.</p>
<p>Raise the awareness of staff of the disabilities we have in school both among staff and pupils and the strategies needed to support their learning or working.</p>	<p>Arrange training courses where necessary.</p>	<p>Awareness of target group raised</p>	<p>Induction. Annual review of pupils in school and staff understanding of their disabilities.</p>	<p>School is more effective in meeting the needs of pupils.</p>

Improving the Physical Access

Equal and safe access for all	Ramp onto playground; Widen entrance to Class 3	Autumn 2017

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school has one storey with two areas that have steps to access (entrance and playground). C1 has ramp access alongside.	Continue to monitor equal access for all	HT/Gov body	Ongoing
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Sept 2017
Signage	Consistent signage in place around school	Continue to monitor	HT/PO	Ongoing
Fire alarms	Currently auditory alarm in place	Visual fire alarms to be installed in new areas of the school and when old areas are being developed.	Premises officer SLT	Ongoing to 2020

Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair	When doors are replaced they will be accessible for all.	Premises officer SLT	On going to 2019
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Premises officer/SLTLT	On going to 2019