

## **ACCESSIBILITY PLAN FOR SALHOUSE SCHOOL 2017 - 2020**

### **Context**

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) by:

*Continuing to improve all aspects of the physical environment of our site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.*

### **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”

### **Introduction**

The Governing Body of our School has three key duties towards disabled pupils, under the Equalities Act 2010:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

We are a fully inclusive School serving the needs of the local community. We want all our pupils to develop their intellectual, spiritual, and creative talents. Through recognising and encouraging the successes and achievements of our pupils we want them to develop positive self-esteem. We want all our pupils to value and respect the rights and opinions of others. We are proud of being known as a caring institution with a strong sense of community and we strive to ensure we are fully inclusive. We will continue to regularly review our provision to make certain all our pupils can access the full curriculum.

### **Integration**

It is very important to us as a learning community that all our pupils with Special Educational Needs or Disabilities (SEND) are integrated in as much of the whole School's curricular and extra- curricular learning as is practically possible. All staff who teach SEND pupils receive regular training and up-dated information about the specific pupils needs.

This plan sets out the proposals to increase access to education for disabled pupils in the three areas:

1. Improving the environment to increase the extent to which disabled pupils can take advantage of the facilities
2. Increasing the extent to which disabled pupils can participate in our curriculum
3. Ensuring that disabled pupils are provided with the appropriate sources of information so that they are not disadvantaged.

**Views of those consulted during the development of the plan**

The community is being involved in the development of this accessibility plan.

The SEND coordinator has been consulted about very specific details of the provision.

All pupils with an Education, Health and Care Plan (formerly a statement of educational need) have an annual review where pupils and parents/carers are consulted about the provision offered and are able to contribute evaluative commentary.

**Monitoring the plan.**

The Plan will be monitored by the Governing Body

The Plan may be monitored by Ofsted by part of their inspection cycle

**Policy Review**

This accessibility plan will be kept under review in order to keep it in line with relevant legislation; a full review will take place every three years.

**Accessibility Plan - SALHOUSE PRIMARY SCHOOL 2017 - 2020**

**Improving Access to the Physical Environment**

Areas to consider	RAG	Target	Action	Responsibility	Time Frame	Success Criteria
External and internal steps and kerbs	Green	Check accessibility for wheel chairs	None required as at November 2017			Accessible for wheelchairs and walking aids
Exterior surfaces inc paving	Green	Check for uneven ground	None required as at November 2017			No trip hazards
Parking areas	Yellow	Sufficient for disabled?	Repaint Disabled marking and review siting of bay	JC	Dec-17	Clear signage for disabled parking
Entrances and exits	Green	Wide enough for wheelchairs and not obstructed	None required as at November 2017			Access and exits accessible for wheelchairs
Internal and external doors	Yellow	Sufficient width and frames differentiated	Different colour internal frames needed on all doors	JC	Ongoing	All areas accessible and easily identified
Gates	Green	Catches accessible	None required as at November 2017 - would need unlocking			Access and exits accessible for wheelchairs
Toilets and washing facilities	Green	Disabled accessibility for adults and children with sinks correct height	One disabled toilet for staff and children with wide doors, emergency pull etc			Toilets and washing facilities accessible
Lighting	Green	Sufficient but no glare	None required - checked by NPS			Lighting suitable
Heating	Green	Temperature can be modified	None required - checked by NPS			Heating adjustable

Areas to consider	RAG	Target	Action	Responsibility	Time Frame	Success Criteria
Signage		For reception and toilets	External and internal signs in place			Clear indication where reception and toilets can be found
Floor coverings		Suitable for wheelchairs and other disabilities	None required as at November 2017. Weekly H & S checks			No trips hazards evident on flooring
Furniture		Correct height and not obstructing	Some tables adjustable so no action required			Tables are at a height suitable for use by wheelchair users
Personal Emergency Evacuation Plans in place		Adults and children know the procedure	No action needed except named adult to be responsible for certain children	JC	Jan-18	Emergency plans needed in case of intruders or quick exit needed
Need for ramps and handrails		Required for ease of movement	Handrails already in toilet . Others to be installed as and when needed. Temporary removeable ramp to be investigated	RC & JC	Jan-18	Ramps and handrails enabling ease of movement
Induction Loops		As and when required	Facility exists so can be reconnected			Those with sensory loss/impairment provided for
Communication aids		As and when required	Some provided eg writing slopes. No further action needed at moment			Those with sensory loss/impairment provided for
Provision of quiet areas		For those in need of a quiet space	Several areas/rooms available and used			Access to a quiet area for those who need it
Removing obstructions		To ensure no hazards	Clear, with a conscious effort to maintain			Unhindered access to all areas

Areas to consider	RAG	Target	Action	Responsibility	Time Frame	Success Criteria
ICT equipment - larger screens, keyboards etc.		All equipment accessible	No further action needed at moment: review when ICT updated			Ease of use by all
Photocopying enlargement facilities		So larger print available	No action needed			Ease of use by all
Specialist pens and other implements			All relevant ones purchased			Ease of use by all
<b>Increasing the extent to which disabled pupils can participate in the curriculum</b>						
Consideration of timetabling		As and when required	Alternative provision available (Kingfisher Room)			Full participation by all
Consideration of staff deployment		As and when required	Adults in classrooms to meet needs of all children			Full participation by all
Staff training		Appropriate training needed for specific needs	Ongoing - more STEPS training may be needed			Support for those in need
Review participation of all in PE		Not applicable as at November 2017	All inclusive			Full participation by all
Review participation of extra curricular activities		Not applicable as at November 2017	Full access and all welcome and involved so no action			Full participation by all
Review participation in lunch time activities		Not applicable as at November 2017	Full access and all welcome and involved so no action			Full participation by all
Awareness of SEN software and resources		All staff aware of resources	Good accountability by all staff			Access to appropriate learning aids
<b>Improving Access to information</b>						

Areas to consider	RAG	Target	Action	Responsibility	Time Frame	Success Criteria
Review information to parents/carers to ensure it is accessible		Ensure that parents/carers who have reading difficulties or no internet access have alternative communication	Access to website can be made through School. Making sure written communication is appropriately phrased. Access to staff daily. Open door policy.	JC & RC	ongoing	Access to information for all parties
Ensure awareness of pupils' individual learning styles and access needs		All pupils to reach their potential	Ongoing through Pupil Progress meeting and Pupil and Family support meetings.			All pupils achieved their potential.