



Clayton Village Primary School

Accessibility Plan

2015-2018

The Accessibility Plan is compliant with current legislation and requirement as specified in Schedule 10, relating to Disability, 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.

1. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support, tolerance and awareness within the school. We are committed to challenging negative attitudes about disability and accessibility.
2. The plan has been drawn up based upon information from the Local Authority and in conjunction with pupils, parents, staff and Governors of the school and will advise other school documents.
3. The Accessibility Plan is structured to compliment and support equality objectives and will be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Section 10 regarding Accessibility) and will advise upon the compliance with that duty.
4. The plan will show how access is to be improved, in a specified time frame, identifying the resources required and how reasonable adjustments can be made to accommodate needs where practicable.
 - a. Improve access to the PHYSICAL ENVIRONMENT of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and the physical aids to access education.
 - b. Increase access to the CURRICULUM for pupils with a disability, expanding and making reasonable adjustments to 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 their duty under the Equality Act 2010). 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. Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. 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 timeframe.
5. The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.
 6. The Accessibility Plan should be read in conjunction with the following school policies and documents :
 - i. Single Equality Scheme – Oct 2015
 - ii. Curriculum policy
 - iii. School Development Plan
 - iv. Equality Objectives
 - v. Staff Development Policy
 - vi. Health and Safety Policy
 - vii. Special Educational Needs Policy
 - viii. Behaviour Management Policy
 - ix. School Prospectus
 7. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Governors committees will include the need to consider Equality and Diversity issues as referred by the Equality Act 2010.
 8. Speciality services will be accessed as identified in specific cases.
 9. The School Prospectus will make reference to this Accessibility Plan.
 10. The school's complaints procedure covers the Accessibility Plan.
 11. The Accessibility Plan will be monitored through the F&GP Committee.
 12. Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.
 13. The Accessibility Plan will be monitored by Ofsted during the inspection process in relation to Schedule 10 of the Equality Act 2010.

Clayton Village Primary School
ACCESS AUDIT

An Access Audit was undertaken on the 02 November 2015 by two Governors and the school Caretaker.

Additional information was provided from the Headteacher and her staff that have informed the Accessibility Plan/Policy.

In line with equality legislation, the policy has been impact assessed for disability and against the FREDA principles (Fairness, Respect, Equality, Dignity and Autonomy).

Date of Policy : November 2015

Review Date : November 2018

Policy approved by Head Teacher: Date:

Policy approved by Chair of Governors: Date:

Access Audit Tool

02 November 2015

External/Physical Environment	YES	NO
Is there wheelchair access into school?	X	
Are all doors wide enough for wheelchairs?	X	
Is the playground an even surface?	X	
Is the playground equipment suitable for children with hearing difficulties?	X	
Is signage appropriate for the visually impaired?	X	
Is there disabled parking?	X	
Are pathways safe? (one is uneven, to be actioned from Conditioning Report)		X
Are the outside lights in working order?	X	
Are automatic doors sign posted?	N/A	
Are door handles contrasted to doors?	X	
Are external buzzers to reception in working order?	X	
School gates are locked after 09.15 am and open at 15.00 pm?	X	
Main entrance :		
Is there a hearing loop system?		X
Internal Environment		
Are all doors wide enough for a wheelchair?	X	
Is there a disabled toilet?	X	
Are there disabled washing facilities?	X	
Are children's toilets suitable for wheelchairs?	X	
Are grab rails fitted where necessary to aid movement around school?		X
Are classrooms organised to provide participation and independence of all pupils?	X	
Is written information available in alternative formats?		X
Are teachers trained in differentiating the curriculum and are are of access issues for disabled pupils?	X	
Is there any specialised equipment to benefit individual pupils and staff?	X	
Are there appropriate use of colour schemes for internal decorations to benefit pupils, staff or visitors with visual impairment?	X	
Is there any provision for children with specific special needs?	X	
Is there an audit of pupil needs (if needed)?		
Has there been training for staff on disability issues?	X	
To Do :-		
Steps on to pavement – paint for visually impaired.		
Quiet Area – no wheelchair access – currently paint steps.		
Path to playground – H&S, feel unsafe.		
Reception steps – 3 steps, ramp, pathway side broken.		
All steps outside – paint warning.		
2 nd disabled toilet alarm when EY refurbished.		

CLAYTON VILLAGE PRIMARY SCHOOL
Accessibility Plan
IMPROVING CURRICULUM ACCESS AND PHYSICAL ENVIRONMENT

	Target/Priority	Strategy/Action	Outcome	Time Frame & Responsibility	Achievement
C1	Undertake an Access Audit.	Produce a plan of areas requiring improvement.	Plan produced.	Nov 2015 Governing Body	Good physical access around school.
C2	Ensure playground areas are suitable for wheelchair users and children, staff, visitors with sight impediment.	Ensure pathways clear. Rectify uneven surfaces. Ensure ramp areas available. Highlight step edges with yellow non-slip paint.	Areas are made safe. Explore opportunity to have additional ramp access. Paint step edges.	March 2016 March 2016 Caretaker	Good physical access around school.
C3	To ensure clear corridors for children, staff with mobility issues.	Keep corridors clear from trip hazards.	Children and staff with mobility issues are able to move around school.	Ongoing	Good physical access around school.
C4	Undertake a risk assessment if a child or staff members has a mobility issues.	All staff to be aware of the need to undertake an assessment.	Children and staff with mobility issues are able to move around school.	Ongoing	Good physical access around school.
C5	Ensure provision of wheelchair accessible toilets with changing facilities.	Maintain a wheelchair accessible toilet. Identify where in school they are. Any new developments/refurbishment to accommodate wheelchair provision.	Provision for male and female wheelchair users.	Ongoing and in future planning	Good physical access around school.
C6	Fit grab rails where necessary to aid movement around school.	Maintain grab rails around school to review and implement further should a situation warrant it.	Aid independent mobility around school.	Ongoing	Improved physical environment.

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C7	Appropriate uses of colour schemes for internal/external decorations to benefit pupils, staff, visitors with visual impairments.	Follow advice on contrasting colours and re-decorate as necessary.	Build into maintenance budget.	Ongoing	Accessibility increased steps, doors, light switches safer for pupils, adults with visual impairment.
C8	Appropriate use of specialised equipment to benefit individual pupils, adults.	Use of colour screens on IT equipment/ IT software to produce customised material. Adjustable tables / work books / IT for children with physical disabilities. Shaped pens / pencils for pupils with grab difficulties. Staff trained as appropriate.	Specialist equipment listed and available for identified pupils.	March 2016	Increased access to the curriculum needs of all learners met.
C9	Improve signage to indicate access routes in and around school.	Signs indicate disabled parking bays and wheelchair friendly routes in and around school.	Identify where signs would be best placed.	March 2016	Greater awareness of access for disabled.
C10	Improve education experiences for visually impaired pupils.	Ensure blinds in all classes are effective.	Ongoing maintenance.	Ongoing	Teaching aids / white boards, etc more easily seen and learning experiences of pupils enhanced.
C11	Provide specialist play equipment if have children requiring it.	Enable disabled pupils to enjoy play which would be inaccessible to them.	Use of nest swing from Sutcliffe Play catalogue when required.	As necessary	Disabled pupils use play equipment.

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C12	Written material to be available in alternative formats, ie school brochure, school newsletter and other information for parents, pupils when specifically requested.	Staff to be aware of services available through LA. Disabled people aware of facilities through signs and newsletters. Improve availability of information for parents – display appropriate leaflets for parents to collect.	Contact details and cost of translations to be available.		Information for disabled pupils, parents as appropriate. Written information available in alternative formats. Parents better informed.
C13	Ensure all children on SEN list have a provision map whether this is individual for statemented and SA+ children, or class one for SA.	Provision maps for all children.	Provision map is to date and forms a key part of the planning process for all pupils identified.		Provision maps in place and highlighted to support needs of individual children.
C14	Classrooms are optimally organised to promote the participation and independence of all pupils.	Layout of classrooms reviewed to support the learning process.	Lessons start on time, without the need to make adjustments to accommodate individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing	Increase access to the National Curriculum.
C15	All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance and legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements.		Increase access to all school activities for all pupils.

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IMPROVING CURRICULUM ACCESS AND PHYSICAL ENVIRONMENT

	Target/Priority	Strategy/Action	Outcome	Time Frame & Responsibility	Achievement
T1	Training for Awareness Raising of Disability Issues.	Provide training for Governors, staff, pupils and parents. Discuss perception of issues with staff to determine current status of school.	Whole school community aware of issues relating to access.		Community will benefit by a more inclusive school and social environment.
T2	Training for staff in the identification of and teaching children with additional needs.	All staff attend appropriate training. Internally through staff meetings and external provision where appropriate.	All staff familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	Children with additional needs successful included in all aspects of school life.
T3	Training for teachers on differentiating the curriculum and effective communication with parents.	Staff training and meetings with parents of SEN pupils arranged.	Good communication with parents.		Parents fully informed, needs of learner met, increased access to the curriculum.