

Ridgeway Infant School is a safe happy, place where everyone does their best!

ACCESS POLICY/STATEMENT AND PLAN



Date agreed: 22nd November 2016

Minute Ref: R16/033 (5)

Signature of Chair of FGB:

Review Due: SUMMER 2019

Responsibility of the Full Governing Body

Access Policy/Statement and Plan

Accessibility Policy

Inclusion

An inclusive school is one that provides access to a range of services and activities, during and beyond the school day, to help meet the needs of children, parents and the wider community. All members of the community have equal access to the same provision.

Children and visitors with disabilities or special educational needs should be able to access all the services. We need to comply with Equality Act 2010 and take reasonable steps to make changes to the physical features of school premises in areas to which members of the community, including parents with disabilities, have access and that make it unreasonably difficult for people with a disability to use the service.

In some cases the nature of a child's needs or impairment may lead to increased staffing or other costs. Where services are charged for e.g. after school events, any such additional cost is not passed on to the pupils and their families and is met through the school budget or other funding streams.

When services are provided by a third party on school premises, either independently of the school, or on behalf of the school, the service provider has the responsibility to make "reasonable adjustments" and/or access improvements. This will ensure that people with disabilities are not unjustifiably discriminated against in their access to the service.

Aims

- To provide access for disabled pupils to the curriculum
- To provide access to the school's physical environment
- To ensure that disabled pupils are not treated less favourably
- To make reasonable adjustments to avoid putting disabled pupils at a disadvantage

In deciding whether a step is reasonable, we will take into account the needs to maintain:

- Academic standards
- Available resources
- The practicalities of making particular adjustments
- The health and safety of the disabled pupil

Definition of disability

Pupils falling within the definition of disabled will have a wide range of needs and requirements including mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions.

Admissions

The governing body believe that the admissions criteria should not discriminate against disabled pupils. We consider the requirements of current and future pupils. We make reasonable enquiries to find out whether children currently on roll, as well as those seeking attendance from elsewhere, have a disability that we need to plan for by liaising with the transition school as soon as we are informed of new intake.

Increasing the ways disabled pupils can access the curriculum

At Ridgeway we are able to access:

- Expert advice from specialist teachers and the Educational Psychology Service
- The provision of technical aids and the adaption to facilities and learning through the LA support services and the schools' delegated funding
- Specialist training for the needs of the individual pupils
- Training through the LA and independent professional development services

Improving the physical environment of the school

At Ridgeway we are able to access:

- Advice from the Sensory Team and Physical Support Services to advise on environmental issues
- Advice from an access officer on improving the physical environment
- Advice from members of Derby City LA Asset Management Planning Team

Accessibility Action Plan

The Accessibility Action Plan details the actions that would ideally be taken to improve physical access and curriculum access for pupils, staff and the wider community. This plan is monitored on a termly basis by SLT and reviewed by governors on a 3 year cycle.

The Accessibility Action Plan is included as an appendix to this policy.

Ridgeway Infant School Accessibility Action Plan 2016 – 2019

In drawing up this plan consultation was given to the Access Audit Report produced by Lucy Daullah, Access Advisor and HLTA for children with physical impairment (February 2015)

This plan was reviewed by SLT on 8.11.16.

Improving Physical Access						
Aim 1: To improve the physical environment of the school to increase the extent to which disabled pupils, parents, carers and visitors can take advantage of education and associated services.						
	Targets	Strategies	Responsibility	Cost	Timescale	Evaluation
PHYSICAL ENVIRONMENT	1	Clear car parking signage	Purchase and install new signage	HT/SBM	£100	2016 ✓ April 2016
	2	Designated disabled car parking bay	Continue to manage car parking in current way on a needs basis	SLT		As required Monitor
	3	Even surface to car park and driveway	Resurface uneven areas	SBM Devolved Capital		2016-2017 3 quotes received 2.2.16 ✓ May 2016 (£5k)
	4	Clear entrance and exit to school reception	Purchase and install new signage (push, pull, welcome to) De-clutter entrance approach	HT/SBM	£300	2016 ✓ April 2016
	5	C3: Door fully closes	Re-site coat pegs	Site Manager		2016 ✓ Feb 2016
	6	C3: Fire exit door easily opens	Plane door	Site Manager		2016 ACTION
	7	C3: Improve accessibility to fire exit	Ramp fitted/temporary ramp/platform/landing step			Adding ramp access to C3 door may impair exit access to C2 children
	8	Improve gradient of YR entrance approach	Install handrail			Hazard to children playing
	9	C2: Improve sink accessibility	Install long lever taps	Lucy Daullah		n/a
	10	C6: Vision panels to internal door	Install new glazed window doors	SBM		Quote received =£1300 Hold
	11	C6: Improve classroom glare	Install blinds	SBM		Hold
	12	C6: Even surface to outdoor area	Resurface uneven areas			Monitor
	13	C6: Improve accessibility to fire exit	Ramp fitted/temporary ramp/platform/landing step			Adding ramp access to C6 door may be a

						hazard to children playing
14	C7: Vision panels to internal door	Install new glazed window doors	SBM			Quote received =£1300 Hold
15	C7: Improve entry and exit to classroom	Ramp fitted/temporary ramp/platform/landing step				Adding ramp access to C7 door may impair exit access to other children or become a hazard for children playing
16	C7: Improve accessibility to fire exit	Re-site/change radiator Re-locate coats and bags on back of door	Staff			✓ Spring 2016
17	C8&9: Improve internal light levels	All classroom lights switched on Increase bulb wattage	CT's Vinci			CT's informed to keep lights on when chn working at tables Quote for bulbs= £523
18	C8&9: Improve access to classroom block	Install handrails to either side of approach	Lucy Daullah			Hazard to children playing
		Repair gully to create an even surface Even out lip to provide even threshold to door Change door handle and lock	Countrywide			Countrywide requested to soil and seed gully areas ✓completed
19	C8 & 9: Improve accessibility to disabled toilet	Plan for this if required	SLT		As required	Lock fitted – no access to children
20	C8 & 9: Improve fire escape route	Install additional fire exit				Awaiting guidance from DCC re the future of the building
21	Improve continuous grip to handrail in main corridor steps	Install round/oval handrail	SBM			Request quote

22	Improve access to YR second exit	Install handrails Ensure clear pathway, remove equipment blocking pathway	AHT			Hazard to children playing Clutter has been removed
23	Even surface to YR second exit	Resurface uneven ground	Vinci			Request quote
24	YR: Improve accessibility of disabled toilet	Hand rails changed to colour contrast with background Change toilet cistern to recommended height	Lucy Daullah			
		Replace door lock ✓ Ensure toilet is kept clear ✓	SBM AHT			Request quote for lock ✓ Spring 2016
25	C5: Improve accessibility out of fire exit	Install handrails Fill gully	Countywide			Adding ramp access to C5 door may impair exit access to other children or become a hazard for children playing
26	Clear fire exit route from hall	Re-site waste trolley	Site Manager			✓ Feb 2016
27	Reduce glare in hall	Install blinds	HT/SBM			Request quote Possible replacement windows – request opaque glazing
28	Support for hearing impaired visitors	Hearing loop installed in office				Complete
29	Complete risk assessments as and when required for disabled pupils		JH with CTs			Avneet Ari Jessica

Improving Curriculum Access

Aim 2: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets		Strategies	Responsibility	Cost	Timescale	Evaluation
CURRICULUM	29	Staff have the necessary training to teach and support pupils with a range of disabilities	SENCO aware of staff training needs Revisit CPD on an annual basis (or when needs arise) ie. ASD, manual handling, Dyslexia, Boxhall Profile	SENCO		Reviewed annually	Manual Handling 2016 Boxhall Profile 2015 Hoist Training 2016 Positive Handling 2016 CT SEN Release Time ASD Champion Training
	30	Classrooms are optimally organised to promote the participation and independence of all pupils	Review teaching environments every autumn term or when needs arise Revisit 'dyslexia friendly' classrooms	SLT SENCO		Reviewed annually	Learning Walk – Sept 2014/2015/2016 JH to create a dyslexia friendly handout for staff
	31	Use ICT software and devices to support learning	Ensure software installed where needed Apply for funding to purchase appropriate devices when necessary	ICT/SENCO SENCO		Reviewed on a needs basis	Access funding purchased iPad for SEN child Dec 2014 iPad purchased – Dec 2015
	32	Full access to clubs for children with disabilities	Monitor, review and adapt provision for children with disabilities (re-visit at pupil progress meetings).	HT/DHT		Reviewed termly	Sing & Sign club Premier Sports/Derby County all inclusive Parents invited to attend to support
	33	School visits are accessible to all pupils, including those with disabilities	Ensure each new venue is risk assessed for named children Plan for alternative transport, supervision, activities	DHT/EVCO		Reviewed on a needs basis	Y1 Castle Visit – Dec 2015 YR Christmas Visit – Dec 2015 Throughout 2016
	34	All staff have high expectations and remove barriers to learning and participation for all pupils	High quality CPD ie. Afl, ASD, ADHD Staff plan for additional time required by some disabled pupils to complete tasks within lessons or use specific equipment	DHT/SENCO		Reviewed annually	Refer to CPD training log
7 of 8							

			<p>Identified ASD champion Lead SEN TA provides support to classroom staff. SENCo award held by SENCo</p>				
	35	To engage fully with specialist providers and outside agencies to ensure high quality curriculum provision for all.	<p>Host multi agency meetings for children where appropriate SENCo attend panel meetings Write/implement action plans/risk assessments and monitor</p>	SENCO		Reviewed annually	<p>Email sent to Premier Sports/Derby County SENDCO on Locality Funding Panel Risk Assessment have been written on a needs basis: Avneet, Ari. Jessica</p>