

South Cave C of E Primary School

Accessibility Plan 2015-18

(to be read in conjunction with the equality policy and the Disability Equality Scheme)

Purpose of the Plan

The purpose of this plan is to show how South Cave C of E Primary School intends to secure appropriate access to the school for disabled pupils, parents and staff.

At South Cave C of E Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

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

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, **and**
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Governing Body of the school to secure appropriate access to education for disabled pupils in the three required key areas of;

curriculum, environment and information:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

South Cave C of E Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

Contextual Information

The school site is built on a hill with 4 separate buildings and 4 hard surfaced play areas and extensive grassed areas around the whole site. Although each building is single storey the main school building and computer suite do have steps inside to get from one part to another. The main school building has a stairlift to gain access from the main reception to the school hall. Access to other areas with internal steps can be gained using alternative entrances into these 2 buildings so that all areas can be accessed if required. Ramps are available around the outside of the school buildings to move from one building to another and to gain access to the vast majority of outdoor play areas.

A designated disabled parking space is available close to the school's main entrance. A disabled toilet facility is available and school uses specialist facilities to meet toileting needs as and when required

The Current Range of Disabilities within South Cave C of E Primary School

The school has children with a limited range of disabilities, of which the staff and governors are fully aware. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances and these are included in the 'children with medical needs' details in classrooms, the main office, the staff room and the school kitchen.

We have competent First Aiders who hold current First Aid certificates and staff trained in paediatric first aid and these certificates are displayed in the main office.

All prescribed medication is kept in the fridge in the school office which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

This Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in Sept 2018.

Equality and inclusion

objective	strategy	outcome	timeframe	notes
To ensure that the Accessibility Plan is annually reviewed by Governors	DSEN governor to review the plan with the Headteacher and SENCo and report to FGB	Plan reviewed. Legislation adhered to.	Annual	'Teaching pupils with ASD training' and 'Team teach' training April 2016 for all teachers/TA's 'Deaf Awareness training' for all classroom staff April 2017 Teaching disabled pupils training April 2017, to support teaching of children in a wheelchair
To improve staff awareness of disability issues	Review training needs. Provide training as necessary or appropriate.	Disability issues are identified and addressed by all staff.	On-going.	
To ensure all policies, where necessary, consider the implications of disability access	During natural review of policies, consider and include measures to address disability access	Policies are fully inclusive of issues related to disability and reflect current legislation.	On-going as part of policy review	
To ensure pupil receiving treatment from serious medical condition has access to teaching and the curriculum when at home and has minimal risk of contracting infections.	Liaise with parent and hospital outreach to ensure a teaching program is in place. Parents of other pupils to be reminded to inform school of any illness or infections in their children	Child continues to access curriculum and recovery is not slowed down by infection from other pupils.	On-going	Liaison between hospital tutor, parent and classteacher in Sept 2015 following serious medical condition of pupil in Y2. Reintegration plan put in place with support of LA EWS and inclusion services.

Increasing access for disabled pupils to the curriculum

objective	strategy	outcome	timeframe	notes
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff	Staff are able to enable all children to access the curriculum	On-going	'Teaching pupils with ASD training' and 'Team teach' training April 2016 for all teachers/TA's 'Deaf Awareness training' for all classroom staff April 2017 Teaching disabled pupils training April 2017, to

				support teaching of children in a wheelchair
To ensure that all children are able to access all out-of-school activities. e.g. clubs, trips, residential visits etc.	Staff planning trips include provision for students with a disability	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. All pupils with a disability identified within the specific visit risk assessment.	On-going	Parent of child with serious medical condition on reintegration plan, following major surgery, invited to Y2 out of school visit summer 2016.
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	All children will be able to work as independently as is possible.	Review as part of SEND review	Coloured overlays provided for child with dyslexia 2016 Special pencil grips/pens provided for pupils with fine motor difficulties/left handed pupils Raised chair insert provided for child with physical needs
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be applied for as necessary.	Barriers to success will be reduced as far as possible enabling children to succeed with testing	Annual.	Extra time, scribe, rest breaks provided in line with test administration guidance.
Ensure all vulnerable groups of pupils have support and appropriate adjustments to provision eg Pupil Premium, EAL, SEN	Identification of pupils and intervention/support plan put in place	Monitoring and checking of progress at tracking through year	termly	
Use ICT software to support learning	Make sure specialised software installed where needed	Wider use of SEN resources in classrooms	ongoing	
Curriculum adjustments ensure fair access for all	Consider needs of all pupils when planning lessons - adjust resources accordingly such as text size, paper colour, writing	All pupils access the curriculum.	As required to meet need	

	equipment, classroom position etc			
Ensure teaching and learning methods and environment supports pupils with hearing impairment	Quiet classrooms, child facing teacher, clear enunciation.	Progress confirmed during pupil progress meetings/intervention plan reviews	As required to meet needs.	
Ensure teaching and learning methods and environment supports pupils with visual impairment.	Pupil faces teacher, glasses worn. Modified print if required	Progress confirmed during pupil progress meetings/intervention plan reviews	As required to meet needs	
Ensure teaching and learning methods and environment supports pupils with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations (IBP)	Progress confirmed during pupil progress meetings/intervention plan reviews and IBP reviews	As required to meet needs	Pupil with ASD placed in classroom in quieter area of building, with close/safe areas to calm down as required.
Ensure teaching and learning methods and environment supports pupils with diagnosed medical conditions	Accessibility of medication. Awareness of staff when planning activities	Progress confirmed during pupil progress meetings/intervention plan reviews and IBP reviews	As required to meet needs	

Increasing access for disabled pupils to the physical environment

objective	strategy	outcome	timeframe	notes
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the schools physical	Audit of accessibility of school buildings and grounds by Governors and parent of existing disabled pupil. Suggest modifications to be	Access to all areas will be improved.	Agenda item for Resources and Finance Committee as part of Health	Improvements/repairs made to the ramp access from main building to computer suite Summer 2015 Handrail added to steps from computer suite to Y3/4 block following request from a

environment for all.	implemented.		and Safety audit.	grandparent. Nov 2016
To ensure building upkeep / maintenance takes account of accessibility requirements	Consider colour / paint schemes for visual impairment needs when re-decorating. Maintain step edgings /outdoor ramps/ footpath ramps / signs etc. to a good standard to secure ongoing suitable access	Ongoing school upgrade and maintenance will meet requirements of Equalities Act	ongoing	
To ensure that all pupils are able to evacuate the building in the event of an emergency	Prepare Personal Emergency Evacuation Plan for all pupils with disability (long and short term)	PEEP in place and adhered to during evacuation drills	ongoing	PEEP in place for children across school when required (currently 3).
Layout of school/organisation of classes to allow access for all pupils to all areas	Consider needs of disabled pupils when organising classes each year (most suitable classroom/ cloakroom space within building for needs of the child)	Pupils with specific needs settle well into new year groups	Summer term annually	Pupil with ASD placed in classroom in quieter area of building, with close/safe areas to calm down as required. Positioning of coatpegs/individual drawers considered for pupils

Improving the delivery of written information to disabled pupils and parents

objective	strategy	outcome	timeframe	notes
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms	All parents receive information in a form that they can access All parents understand what are the headlines of the school information	ongoing	
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information Staff to provide suitably enlarged, clear print and use	Pupils are able to access written formats and make progress in a lesson	ongoing	

	matt laminates for pupils with a visual impairment			
Provide information in other languages for parents/ pupils or prospective pupils	Translation programmes used where helpful Access to translators, sign language interpreters to be considered and offered if possible	Pupils and/or parents feel supported and included	ongoing	
Availability of written materials in different formats	Use a variety of formats for communication, including text, email. Ensure parents/carers are aware that communication can be provided in alternative formats	parents feel well informed, supported and included.	ongoing	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents with particular needs will be informed of their children's progress.	2x yearly	