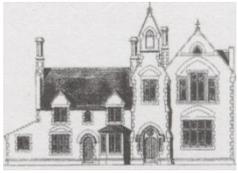


King William Street CE Primary School

Accessibility Plan 2017-2020

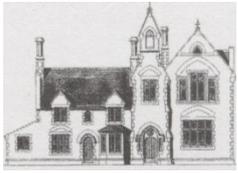
Approved Date: February 2017

Review Date: February 2020



History or most recent Policy changes

Date	Page	Change	Origin of change e.g. TU request, change in legislation



King William Street CE Primary School works hard to make our school a friendly and secure place in which all children succeed and achieve their potential in a happy and caring environment. We encourage the children to feel part of our "school family" in which everyone is important, special and valued. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning journey'.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

1. Purpose of Plan

This plan shows how King William Street CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors in the three areas required by the planning duties in the DDA:

- 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. E.g. worksheets, exercise books, 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.

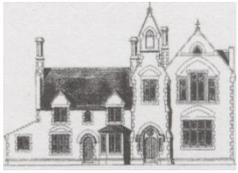
2. Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

3. Contextual Information

King William Street CE Primary School has been in its current location since 1871. The original Victorian building houses on the ground floor: a hall, two classrooms, the Fishbowl, cloakroom space with lockers, and a further cloakroom space and children's toilets accessible by a step. There is a classroom at a mezzanine level with three further classrooms on the top floor which are accessed by two sets of stairs.

The attached school house is used for administration purposes and contains the reception area, school office, Headteacher office, staffroom with a Disabled toilet. Access to the reception is via a ramp.



The reception children are housed in a 2011 single storey building which is built on the back of the original school building.

Although the main entrance to the school has a ramp, all points of access to the main building are via single steps.

At present we have no wheelchair dependent pupils, parents or members of staff.

4. Current Range of known disabilities

The school has children with a range of disabilities which include Autistic Spectrum Disorder, specific learning disability, moderate learning difficulties, hearing impairment. 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 a few children with medical conditions who require an individual health plan including diabetes, allergies or food intolerances and blood clotting disorder. The school nurse supports the school with drawing up health plan and any relevant training. All medical information is collated and available to staff, on the staff noticeboard, in the cupboard in the office and in the MDSA board in the hall. The catering staff tailor the menu for children who have food intolerances/cultural food choices and parents/carers are provided with information about the allergens contained within the food we serve. 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.

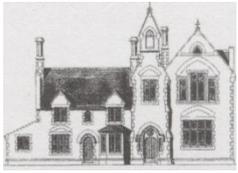
We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place 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.

5. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

Item	Activity	Timescale
Access within/around the school.	Replace all doors on the ground floor so that wheelchair users can see people approaching from the other side. (Clear visibility between 90cm and 150cm above floor level).	2017-2019
Disabled door access.	Fit sensors to doors so they open/close automatically.	2018-2019
Light switches, power outlets and emergency alarm buttons.	Reposition light switches, power outlets and emergency alarm buttons so they are at wheelchair height.	2018-2019



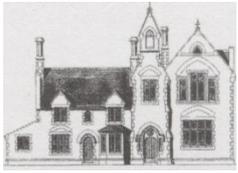
Access into school via a ramp.	Caretaker to monitor condition of the access ramp to ensure that it is in good condition.	On going
Improve signage and external access for visually impaired people.	Place a yellow strip mark to all step edges for visually impaired people.	2017-2018
Access to outdoor areas from Classrooms.	Provide a small ramp from the KS1 playground into school.	2019-2020
Disabled toilet.	Ensure the route to the disabled toilet is free of clutter to allow easy access for wheelchair users.	Ongoing

6. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs within mixed ability, inclusive classes. As a Dyslexia friendly school we use “Dyslexia friendly teaching and learning methods” which benefit all children.

All children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Item	Activity	Timescale
Increase confidence of all staff in differentiating the curriculum.	To provide specialist equipment to promote participation in learning by all pupils by assessing the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc	Ongoing
Ensure all staff are aware of disabled children’s curriculum access.	To meet the needs of individuals during statutory end of KS2 tests, children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Ongoing
Training for teachers on differentiating the curriculum.	Increase confidence of all staff in differentiating the curriculum through CPD focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	Ongoing



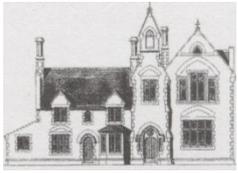
Access to classroom written information.	Ensure classroom support staff have specific training on disability issues through appropriate CPD.	Ongoing through CPD
Use ICT software to support learning.	Make sure software installed where needed. Wider use of SEN resources in classrooms	2016-17
All educational visits to be accessible to all.	Ensure all trips and residential trips are accessible to all. All children in school able to access all schools trips and take part in a range of activities.	Where appropriate and relevant

7. Improving the delivery of written information to disabled pupils

This will include making written information that is normally provided by the school to its pupils available to all pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

	Activity	Timescale
Review information to parents/carers to ensure it is accessible.	Review information to parents/carers to ensure it is accessible. Review all current school publications and promote the availability in different formats for those that require it.	Where appropriate and relevant
Improve support for parents.	School office will support and help parents to access information and complete school forms.	ongoing
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils with a visual impairment.	Where appropriate and relevant
Provide information in other languages for pupils or prospective pupils who may have difficulty with	Access to translators, sign language interpreters to be considered and offered if possible.	Where appropriate and relevant



hearing or language problems.		
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	Where appropriate and relevant