

Greens Norton CE Primary School Accessibility Plan 2016-2018

Purpose of the Plan

The purpose of this plan is to show how Greens Norton Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

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.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils 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. 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.

Greens Norton 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. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions. We ask that if parents or other stakeholders have any concerns or special requirements, they should please contact the school office in the 1st instance.

Current Physical Environment Provision

The school building is single storey and there is a disabled toilet/wet room.

The Current Range of Disabilities within Greens Norton Primary School

- The school has children with a range of disabilities to include moderate and specific learning disabilities.
- We have a small number of pupils and parents who have a visual impairment.
- The school is aware of the parents / carers who need to have use of the disabled space in the car park.
- We have a few 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/cultural food choices. Details are kept in the class registers and the office.
- 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.
- When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

Greens Norton Primary School Accessibility Plan 2015-2017
(Please also read the Inclusion and SEN Policy)

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings	Adherence to legislation	Annually	
Make sure that policies consider the implications of equality and disability access.	HT and sub-committees to consider when reviewing policies.	Policies are written to ensure equality of opportunity.	On-going	
Improve staff awareness of disability and equality issues.	Review training needs and organise or provide training as appropriate. (SENCo)	All staff are aware of disability and equality issues and act accordingly.	On-going (or more often if required)	
Physical Environment				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows. (Estates and Facilities committee)	Modifications will be made to the school building to improve access.	On-going	
Signage around school is reviewed regularly to make sure it able to be read by all (written in different languages or braille as appropriate).	-New members of school community to be asked about any needs. -Signs and information posters put up around the school when needed. (Estates and Facilities committee)	All visitors/members of the school community are able to access information on signs.	Annually	

Targets	Strategies (including who)	Outcome	Timeframe	Achieved
Curriculum				
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 as required	Staff ensure all children have access to the curriculum	On-going	
To ensure all children are able to access educational visits.	Ensure venues are vetted for appropriateness (Teachers and EVC)	All children participate in educational visits and take part in a range of activities.	On-going	
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. eg. special pencil grips, headphones, writing slopes etc. -Take advice from external agencies (SENCo and teachers)	Children will develop independent learning skills.	As required	
To meet the needs of individuals during statutory end of key stage tests	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as required following the STA (Standards and Testing Agency) guidelines.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually	
Information to and from the school				
To ensure that all parents and other members of the school community can access information.	-Office staff will support and help parents to access information and complete school forms. -Provide information in enlarged print or a different format if required. (office staff)	Written information will be provided in alternative formats as necessary.	On-going	
To ensure that all parents who are unable to attend school, because of a disability, can access parents' evening.	Staff hold phone consultations or send home written information.	Parents are informed of children's progress.	Termly	