

Hopton CEVC Primary School Accessibility Policy and Plan



Approved by:
Steering group

The Governing Body of Hopton CEVC Primary School adopted this policy January 2017

It will review it in January 2019.

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Hopton CEVC Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - 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. 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.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action 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 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. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Hopton CEVC Primary School Accessibility Plan 2017- 2020

Improving the Physical Access at Hopton CEVC Primary School

An access audit was carried out by the steering committee on 9.12.16 with only minimal recommendations:

Access report ref.	Item	Activity	Timescale	Cost
1:1 3:15	Disability awareness training	Ensure that the school provides disability awareness training to enable all staff to understand and recognise disability issues. Ensure that all school staff are familiar with technology and practices developed to assist people with disabilities.	By January 2018	£100
4d: 39 & 40	Access by lift	If any new or current child/staff member could not access the hall space the school would need to explore lift options.	When necessary	

If a pupil with a disability is given a place at Hopton CEVC Primary School any adaptation will be made to accommodate pupil need.

The audit can be found at the end of this document.

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Improving the Curriculum Access at Hopton CEVC Primary School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Responsibility</u>	<u>Timeframe</u>	<u>Achievement</u>
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	All staff / Headteacher	Ongoing	All school activities are accessible to all disabled pupils.
Train staff to meet any medical needs.	Regular training for staff in appropriate year groups.	Children needing medical care during the school day can attend all day and access the full curriculum.	Headteacher	Ongoing	Appropriate staff are all up-to-date with training.
Classrooms are organised to promote the participation and independence of all pupils and staff.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons do not require the need to make adjustments to accommodate the needs of individual pupils and staff.	Teaching staff	Start of each year and as appropriate.	Increase in access to the National Curriculum

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Improving the Delivery of Written Information at Hopton CEVC Primary School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Responsibility</u>	<u>Timeframe</u>	<u>Achievement</u>
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes.	Headteacher	Ongoing	Delivery of information to disabled pupils improved.
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested.	All school information available for all who request it.	Headteacher	Ongoing	Delivery of school information to parents and the local community improved.

NAME OF SCHOOL: Hopton CEVC Primary SchoolCONTACT PERSON: Marc CarelessDate: 9.12.16

Please answer all the questions in this audit. 1 = yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans

Section 1: DISABILITY AWARENESS / TRAINING		1	2	3	4	Comments for school use
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		/			Explore whether there is whole staff disability awareness training available.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	/				

Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM? <i>(see guidance notes)</i>						
3	Do all staff seek to remove all barriers to learning and participation? <i>(see guidance notes)</i>	/				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress? <i>(see guidance notes)</i>	/				
5	Are all children and young people encouraged to take part in music, drama and physical activities?	/				
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	/				
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum? <i>(see guidance notes)</i>	/				
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work? <i>(see guidance notes)</i>	/				
9	Do you provide access to appropriate technology for those with disabilities?	/				
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	/				

Section 3: HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT? <i>(see guidance notes)</i>						
11	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	/				
12	Do you have the facilities such as ICT to produce written information in different formats? <i>(see guidance)</i>	/				

	<i>notes)</i>				
13	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities? <i>(see guidance notes)</i>	/			
14	Is furniture and equipment selected, adjusted and located appropriately?	/			
15	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		/		

Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS? *(see guidance notes)*
(please complete a copy of Section 4 for the main school and each detached block - including each temporary building, playing field and hard surfaced area)

NAME OF BLOCK (see AMP Data): _____

16A	Number of teaching spaces in block <i>(refer to AMP data)</i>	4	16B	Number of those teaching spaces which are accessible:	4
17A	Number of social spaces in block <i>(see guidance notes)</i>	3	17B	Number of those social spaces which are accessible:	3

4a	GENERAL	1	2	3	4	Comments for school use
18	Are pathways and routes logical and well signed? <i>(both internal & external)</i>	/				
19	Do you have emergency and evacuation procedures to alert ALL pupils? <i>(see guidance notes)</i>	/				
20	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	/				
21	Do furniture layouts allow easy movement for pupils with disabilities?	/				
22	Are quiet rooms/calming rooms available to children who need this facility? <i>(see guidance notes)</i>	/				

4b	GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
23	Are car park spaces reserved for disabled people near the main entrance? <i>(see guidance notes)</i>	/			
24	Are there any barriers to easy movement around the site and to the main entrance? <i>(see guidance notes)</i>		/		
25	Are steps needed for access to the main entrance? <i>(see guidance notes)</i>		/		
26	Do all those steps have a contrasting colour edging?			/	

27	If there are steps, is a ramp provided to access the main entrance? <i>(see guidance notes)</i>			/	
28	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			/	
29	Is it possible for a wheelchair user to get through the principal door unaided? <i>(see guidance notes)</i>	/			
30	If no, is an alternative wheelchair accessible entrance provided? <i>(see guidance notes)</i>			/	

4c	INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
31	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? <i>(see guidance notes)</i>	/			
32	Do all internal doors allow a wheelchair user to get through unaided? <i>(see guidance notes)</i>	/			
33	Do all the corridors have a clear unobstructed width of 1.2m?	/			
34	Does the block have a wheelchair accessible toilet? <i>(see guidance notes)</i>	/			
35	Does the block have accessible changing rooms/shower facilities? <i>(see guidance notes)</i>	/			

4d	VERTICAL MOVEMENT					
36	How many storeys in the block? <i>Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey (see guidance notes)</i>	a	b/	c	d	
		Yes	No	N/A	Comments for school use	
37	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings? <i>(see guidance notes)</i>	/				
38	Is there a continuous handrail on each internal stair flight and landing? <i>(see guidance notes)</i>	/				
39	Does the block have a lift that can be used by wheelchair users? <i>(see guidance notes)</i>		/			
40	Do you have any other sort of mechanical means provided to move between floors? If yes, please state <i>(see guidance notes)</i> _____		/			
41	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? <i>(see guidance notes)</i>	/				

4e	SENSORY IMPAIRMENT	1	2	3	4	
42	Are non-visual guides used to assist people to use the buildings? <i>(see guidance notes)</i>				/	

43	Could any of the décor be confusing or disorientating for pupils with disabilities?	/			
		Yes	No	N/A	Comments for school use
44	Is a hearing induction loop available (either fixed or portable) in the school? <i>(see guidance notes)</i>	/			
45	Does the block have a "Soundfield" sound reinforcement system?		/		
46	If there is a "Soundfield" system, in what area? <i>(please state here)</i>	/			
47	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	/			

NOTES:

Please add any comments on access arrangements to your school that you feel would be useful to the LA.

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***This is a checklist only for guidance
 Completing this form does not constitute a full access audit of the premises.***