

# CAROLINE HASLETT PRIMARY SCHOOL

## ACCESSIBILITY PLAN

Reviewed: Spring 2018-2019

Next Review: Autumn term 2019-2020

### **1. Introduction**

- 1.1 This plan has been drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance from the following publications:
- Accessible Schools: Planning to increase access to schools for disabled pupils (DfES 07/02)
  - Getting it right for future generations (4 S SCC 04/03).

### **2. Definition**

2.1 Disability is defined by the Equality Act 2010: "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."

### **3. Key Objective**

3.1 To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

### **4. Principles**

- 4.1 Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy. The school recognises its duty under the Equality Act:
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an Accessibility Plan (Appendix A)

4.2 The school will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

4.3 This curriculum endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive 21<sup>st</sup> century curriculum by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

## **5. Activities**

5.1 Education & related activities

The school will continue to seek and follow the advice of LA services and outside agencies, such as Specialist Teacher advisers and SEN consultants, and of appropriate health professionals from the local NHS Trusts. [See Appendix C check list of page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils- Appendix B]

5.2 Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. [See check list page 30 DfES Guidance as above (Appendix C).

5.3 Provision of information

The school will make itself aware of local services, including those provided through the LA in their local offer- links to this are on the school web site and in the SEN policy. This information will be provided in alternative formats when required or requested.

## **6. Linked Policies**

6.1 This Accessibility Plan will contribute to the review and revision of related school policies

- School Development Plan (including premises)
- SEND Policy
- Equal Opportunities Policy

- Curriculum Policies
- Equality and Diversity Policy
- Equality scheme

## **7. Targets Achieved**

- 7.1 The school has made changes to the accessibility of the site and surrounding grounds along with the accessibility of the curriculum the school delivers
- The school is accessible to wheelchair users
  - A disabled toilet is available for pupils/parents/carers/visitors
  - The entire curriculum can be adapted and delivered to everyone
  - Main Reception and Entrance are adequately signposted
  - The environment is communication friendly
  - High visibility hand rails are in place for visually impaired visitors, pupils, staff
  - There are two disabled parking spaces in the car park, outside of the school

## **8. Current Plans**

- 8.1 For the latest planned accessibility targets and time frames please see Appendix A – Accessibility of the site, Appendix B – Access to curriculum.

## **9. Plan Availability**

- 9.1 The school makes its accessibility plan available in the following ways:  
A copy is held in the school offices alongside the H&S documentation
- A copy is posted on the school website
  - A copy can be emailed or posted on request
- 9.2 The plan is also available in a high contrast and large print size format upon request please contact the main office for further details.

Appendix A Accessibility plan- curriculum 2018-2019

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Caroline Haslett Primary School offers a differentiated curriculum for children of all abilities and uses specific resources to ensure all pupils are able to access their learning and the curriculum: fully.</p> <p>Targeted and personalised strategies and resources include adapted resources (seating, radio aids- acoustics, visual stress, writing) and Makaton signing.</p> <p>Classrooms to use material on displays reducing reverberation of sound. Classrooms have carpet in teaching areas, there are doors on rooms for children with hearing impairment, or sensory processing needs.</p>	<p><u>Short:</u> Staff will use visual prompts and Makaton signs to support access to learning and social interactions.</p> <p><u>Medium:</u> Classrooms will reflect the advice of the specialist teacher of the deaf.</p> <p><u>Long:</u> Ensure continued compliance with 2010 Equalities Act.</p>	<p>SENDCO film and publish 1 second clips of functional class based signs for all staff to access</p> <p>All teachers to be aware of deaf friendly strategies to support children with hearing impairment and sensory needs.</p>	<p>SENCO</p> <p>SENCO specialist teacher</p> <p>SENCO Governors SLT</p>	<p>July 2018</p> <p>Mar 2018</p>	<p>Clips on internal g drive staff made aware of location. TA CPD on functional signs and rationale of signing.</p> <p>All staff will be aware of deaf friendly strategies for children with HI and show this in classrooms and class management.</p> <p>Ramp prices and fitting costs sought ready for children with PD to use.</p>

<p>Improve and maintain access to the physical environment</p>	<p>All classrooms follow the recommendations set out in the Local Authority sensory audit.</p> <p>Doorways accommodate wheel chair users (although some doors open outwards preventing independent access).</p> <p>Disabled access toilets are situated at the front of the school.</p> <p>There are two disabled parking spaced in the Local Authority car park, in front of the school.</p>	<p><u>Short:</u> Classrooms reflect mindful attention of unencumbered movement around the space, for individuals with V.I via the recommendations in sensory audits, from the LA.</p> <p><u>Medium:</u> internal mobile ramps to support access to the reading room for all pupils.</p> <p><u>Long:</u> Ramps to be implemented to enable KS2 playground to support children with physical disabilities access this area of the school.</p>	<p>Classroom provision walks.</p> <p>Site inspection for wheel chair accessibility and areas which require ramp access.</p> <p>Quotes to be sought for mobile ramps and permanent ramps- both internal and external</p>	<p>SEND governor and SENDCO</p> <p>H&amp;S manager, SENDCO</p> <p>Site manager Finance manager</p> <p>SENDCO</p>	<p>Sept 2019</p> <p>Mar 2019</p> <p>May 2019</p> <p>Jun 2019</p>	<p>Individuals with physical disabilities, or mobility difficulties will be able to access all areas of school site with increasing independence.</p>
<p>Improve the delivery of written information to pupils</p>	<p>All homework and class resources are printed on cream paper, or specific colours for children with overlays.</p> <p>Boards are dyslexic friendly as are displays and SMART board cells in dyslexic friendly fonts.</p> <p>All children requiring visual stress overlays have access to them. Reading material are printed on the colour closest to the overlay, this forms part of our assessment access arrangements. High contrast print outs are available for children with SpLD, VI and Downs Syndrome.</p>	<p><u>Short:</u> Whole school access and use of dyslexic friendly font.</p> <p><u>Medium:</u> Staff are aware of how to reduce visual clutter and select the most appropriate contrast, background colour and font using Apple hardware.</p> <p><u>Long:</u> All labels, signs and newsletters are available in a dyslexic friendly font/ visual stress reduced format.</p>	<p>Recap on how to amend any Apple apps for children with VI or SpLD.</p>	<p>SENDCO</p> <p>Class teachers</p> <p>Reprographics assistant</p>	<p>June 2019</p>	<p>All children's visual stress and SpLD needs are met in the different ways written information is presented.</p>

### Progress towards targets:

#### Short term:

Makaton signs are on the internal drive for all teachers to access. TA training 2<sup>nd</sup> October 2018 introduced the functional class-based signs.

Signing is used to support children with receptive language needs across the school.

Specialist teacher of the deaf delivered CPD to all teachers 10<sup>th</sup> January 2018.

Comic Sans or chalkboard fonts are used to reduce serifs and therefore clarify printed materials around the classroom.

Provision walk carried out by SENDO 5<sup>th</sup> and 6<sup>th</sup> September, captured the thoughtful classroom management and seating arrangements including placement of left-handed children.

#### Medium term:

Classes with children with HI have taken on board the advice of the specialist teacher and displays, where practical, have material incorporated into them to prevent reverberation of sound to children with radio aids. Specialist teacher and SENCO ensure that teachers have frequent reminders as to how to maximise the effectiveness of the radioaid microphone and system.

#### Long term:

Appendix B: Access to the site 2018-2019

<b>Feature</b> <i>For example:</i>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Corridor access	Corridors are wheel chair accessible in the main building, Faraday building and the Mekon (years 5 and 6).	Accessibility walk to be carried out to ensure entrance and exits support ease of access to all relevant parts of the school buildings.	Site manager  SENCO	June 2019  Dec 2019  April 2020
Parking bays	There are two disabled parking bays near the entrance to the school.	Monitor the use and availability by the intended users. Report the misuse to the Local Authority to arrange police checks throughout the school year. JRSOs monitor the car park for safe parking practice.	JRSO leader	Oct 2018  June 2019  Dec 2019
Entrances	Entrances around the school are with security fob access only. The main entrance is powered by a buzz in from admin staff. The door opens outwards.	Maintain the area so the rug does not pose a trip hazard or prevent wheel chair access.	All school staff  H&S manager	On going 2019
Ramps	There are currently ramps in the entrance to the school, one side and wide steps on the other enabled ease of access for all users. The gradient complies with wheel chair and mobility scooter access.	Ensure the entrance ramp is not blocked or cluttered with leaves or other debris from plants in planters at the top of the entrance area.	Site manager	Sept 2018  June 2019  Mar 2019  Sept 2019

Toilets	There is a disabled accessible toilet at the front of the school, in the entrance area. There are lower level sinks and hand driers to facilitate ease of independent access.	Review facilities and height of light switches.	Site manager SENDCO	May 2019
Emergency escape routes	These are all kept clear and are clearly illuminated around the school. An audible alarm is sounded when any fire drill happens.	These are reviewed on s schedule, throughout the year, for health and safety purposes.	Site manager	On going

Appendix C:

[https://www.google.com/search?q=PAGE+29+DfES+guidance+Accessible+schools:+planning+to+increase+access+to+schools+for+disabled+pupils&spell=1&sa=X&ved=0ahUKEwjavPG\\_1ebqAhXE8eAKHTEGDUgQBQgoKAA&biw=1230&bih=557](https://www.google.com/search?q=PAGE+29+DfES+guidance+Accessible+schools:+planning+to+increase+access+to+schools+for+disabled+pupils&spell=1&sa=X&ved=0ahUKEwjavPG_1ebqAhXE8eAKHTEGDUgQBQgoKAA&biw=1230&bih=557) (Page 29)