

School Accessibility Plan 2018

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

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;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Park View Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Park View Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Special Educational Needs Policy
- Single Equalities Policy

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The Family Support Worker provides additional support for pupils and their families and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Educational Psychologists
- Primary Behaviour Support
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
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Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Park View Primary School.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats. This Access Improvement Plan is reviewed annually by the FGB. In addition it will be reviewed three yearly by the DES Working Party following consultation with the larger school community, school council and questionnaires.

Accessibility Plan- Identifying Barriers to Access

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Are school visits made accessible to all pupils irrespective of attainment or impairment? (As part of a developmental programme differentiated to meet individual need)	x			
Preparation for entry into school. (Admissions Policy, Parents' information meetings, Meetings with SENCo and FSW)	x			
Grouping of pupils (by year group with IE/BP's and differentiated lesson plans in place plus individual support e.g. reading as relevant)	x			
School discipline and sanctions (reference Behaviour Policy)	x			
Exclusion procedures sanctions (reference Behaviour Policy)	x			
School clubs and activities (full access as relevant also reference e.g. Off Site Visits Policy)	x			
School trips (full access with curriculum access statements and risk assessment in place)	x			
The school's arrangements for working with other agencies (work very closely with PBS, EMTAS, EP, Play Therapist, Children's Services)	x			

Attitudinal	Completed	In Progress	Under discussion	Not yet addressed
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? (Training is needs led. Risk Assessments also guide training)	x			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? (Personalised learning programmes in place, e.g. Teaching strategies and resources. Individual behaviour plan in place with flow diagrams and strategies recorded)	x			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? (As above)	x			
Are there high expectations of all pupils? (RaiseOnline shows that all groups of learners make good progress. Pupil progress meetings identify pupils who need Interventions in place. SENCo carefully plans and monitors provision and interventions)	x			
Do staff seek to remove all barriers to learning and participation? (reference Single Equality Policy)	x			
Access to the curriculum. (As above with differentiation if necessary, personalised programs in place)	x			
School policies, e.g. anti-bullying, SEN policies, health and safety. (All in place with annual review)	x			

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Physical access	Completed	In Progress	Under discussion	Not yet addressed
Are your classrooms optimally organised for disabled pupils? (arranged for the needs of pupils in class. Work stations used and seating rearranged to meet children's needs)	x			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? (All accessible on the ground floor with e.g. disabled toilets and holdbacks on internal doors. Doors wide enough and all on one level. Newer part of the school has slopes to external doors so there are no steps. Classes would move to down stairs rooms if required.)		x		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? (On the ground floor level)		x		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? (School is funding the repositioning of the car park, during the expansion, to create safer pathways of travel around the school.)		x		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components? (fire evacuation plan in place and all emergency & evacuation systems. – No Visual alarms are in the building)		x		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? (Any issues dealt with through EHCP)	x			
Are areas to which pupils should have access well lit? (Light switches all accessible)	x			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? (Individual needs met through Personal Learning Objective Plans, small group rooms available for quieter spaces)		x		
Is furniture and equipment selected, adjusted and located appropriately? (Furniture meets the needs of particular pupils, eg higher chair for one much taller pupil and foot rests for smaller children to help with their posture)	x			
Access to school facilities. (equality for opportunity approaches reference Single Equality Policy)	x			
School sports. (Specialist PE teacher adapts sports to meet the needs of the pupils so that all can take part and achieve. Sports clubs after school are free to the children)	x			
How the school deals with emergency procedures. (Regular documented checks and practice e.g. fire drill also Caretaker checks, Health and Safety policy, First Aid Guidelines etc.)	x			
Breaks and lunchtimes. (Whole school SEN policy with staff supported system including rotas)	x			
The serving of school meals. (Own kitchens with provision for special dietary requirements)	x			

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Do lessons provide opportunities for all pupils to achieve? (<i>Differentiated Lesson Plans with linked IEP/IBPs</i>)	x			
Are lessons responsive to pupil diversity? (<i>SMSC at the heart of the school</i>)	x			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (<i>reference teaching and learning styles policy and teaching strategy component within planning proformas</i>)	x			
Are all pupils encouraged to take part in music, drama and physical activities? (<i>see curriculum maps, included on school website</i>)	x			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? (<i>Individual differentiated programmes</i>)	x			
Do you provide access to computer technology appropriate for students with disabilities? (<i>as identified in EHCP and represented in lesson planning formats</i>)	x			
Teaching and learning. (<i>reference Teaching and Learning policy</i>)	x			
Classroom organisation. (<i>Individually assessed and represented in lesson plan</i>)	x			
Preparation of pupils for the next phase of education. (<i>Extra transition activities planned for individual pupils depending on their need. The school works very closely with secondary schools</i>)	x			

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Do you 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? (<i>Individual education plans would identify strategies and resources to meet need</i>)	x			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? (<i>As above</i>)	x			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? (<i>Personal Learning Objective Plans would identify strategies and resources to meet need</i>)	x			
School announcements. (<i>Staff trays, notice boards as part of schools information systems including morning staff meeting and after school staff meetings and INSET days. For parents, text, email, letters</i>)	x			

Accessibility Plan

Priority	Lead People	Strategy Action	Resources	Time	Success Criteria
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	DO/JS/HCC	As part of the amalgamation of Park View Infant and Park View Junior School, pathways of travel both internally and externally are being reviewed. This will allow all areas of the school to be accessible for all pupils.	HCC Funding	BY September 2018	A new corridor and access around the school site will be in place for September. This will ensure all pupils and staff can safely access all areas of the school.
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	DO/LR/JB/HCC	As part of the amalgamation of Park View Infant and Park View Junior School, a new HI unit will be put in place. The new HI unit will ensure pupils feel part of the school and not stuck upstairs out of the way. The new HI unit will have all the necessary acoustics to ensure the reduction of background noise.	HCC Funding	BY September 2018	A new HI unit, with appropriate acoustics, will be in place for September and will be accessed by children from Nursery to Year 6.
Pathways of travel around the school site and parking arrangements are safe, with routes logical and well signed?	DO/JS/HCC	As part of the amalgamation of Park View Infant and Park View Junior School, pathways of travel both internally and externally are being reviewed. The school is working with HCC and new arrangements should be in place by September 2018.	HCC Funding	BY September 2018	Safer access from the infant side of the school to the junior side. There is a clear and logical route around the school without having to leave the school grounds to get from the infant side to the junior side. Signs will be installed to ensure routes are clear to visitors.
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	DO/JS/HCC	Currently there is no access across the infant and junior site. This means that if the pupils and staff have to evacuate the school they have to do so to 2 muster points. This obviously makes it more difficult to check every one is safe and out of the building. The school is working with HCC to ensure clear pathways allow for access from the infant to the junior side and will allow for one muster point in the event of an evacuation.	HCC Funding	By September 2018	Safer access from the infant side of the school to the junior side. The school will be able to evacuate to one muster point.

