



SHANKLEA PRIMARY SCHOOL

Accessibility Plan 2017 - 2018

Policy Control Details			
Date policy approved:	September 2017		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
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Responsibility for review:	Resources Management Committee		

Shanklea Primary School Accessibility Plan: 2017 to 2018

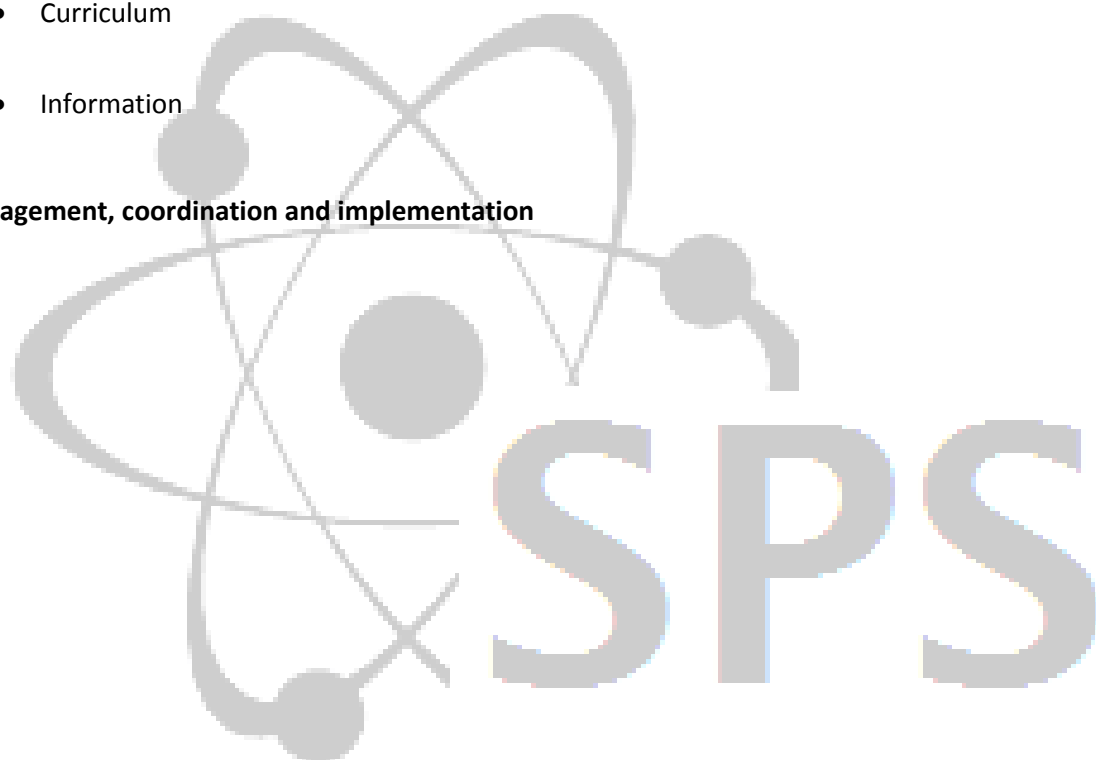
Vision Statement

Aims and Objectives

Access Audit

- Physical Environment
- Curriculum
- Information

Management, coordination and implementation



Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Shanklea Primary School the Plan will form part of the School Development Plan and will be monitored by the head teacher and evaluated by the relevant Governors’ Premises committee. The current Plan will be appended to this document.

At Shanklea Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims and Objectives

- 1) The Shanklea Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Shanklea Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Shanklea Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- Improve 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 Shanklea Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Emergency Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Access Audit

Previous priorities have been in actioned and new priorities have been identified as detailed the following tables.

Physical Environment

Improving the Physical Access Facilities already in place	Areas to develop
<ol style="list-style-type: none">1. Accessibility Ramps and portable ramps2. Disabled car parking spaces available close to entrance.3. Dropped kerbs either side of main vehicle entrance.4. Main entrance has wide doors for wheelchair access.5. Hearing loop installed in main entrance.6. 2 Disabled toilets with handrails installed7. Ramps on EYFS, KS1 and KS2 entrance8. Rails and handles on all steps/ main entrance9. Floor and low height furniture to meet the mobility needs of SEND pupils and 2 year olds10. Low height ICT touchscreens for access and participation in the curriculum11. Low height sinks for access and participation in the curriculum12. Installation of double door handles for safeguarding reasons in EYFS and KS113. Installation and refurbishment of library and ICT suite14. Improvements to accessibility of EYFS outdoor area15. Installation of new car park for accessibility for disabled staff and visitors16. Installation of pedestrian path at the boundary of the Shanklea site17. Installation of new playground furniture for all children with medical needs	<ol style="list-style-type: none">1. Re-surfacing and remarking of Masonic Hall car-park to expand parking capacity and safe access for disabled and older community members, children, staff, and visitors.2. Expansion and resurfacing of school playground – patio and outdoor play/ gym equipment for those with physical disabilities or social anxieties.3. Establishment of safe and secure area for those children in receipt of physio or occupational therapy.4. Hearing loop/speakers in main sports hall5. Signage to communicate to vulnerable groups regarding safeguarding and safety regulations and expectations6. Facilities Management and review of statutory H & S and safeguarding obligations for 30 hours childcare and Toddler Group.7. Quadrangle cover and roofing for increased capacity of 30 hours childcare.8. Expansion of lettings arrangements to the wider community - improved quality of arts and sports' facilities.

Curriculum

Improving the Curriculum Access TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Securing relevant services/support for the pupil where necessary –	<p>SLA SEND 2017 –2018, 28.5 days allocation - specialised, education psychological provision</p> <p>ensuring that records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date,</p> <p>liaising with and providing information to a parent of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made,</p> <p>ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's special educational needs and the special educational provision made is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution, and</p>			

	<p>·</p> <p>promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;</p>			
Training for teachers on differentiating the curriculum	<p>Undertake an audit of staff training requirements – selecting, supervising and training learning support assistants who work with pupils with special educational needs;</p> <p>·</p> <p>advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;</p> <p>·</p> <p>contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to</p>	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	As required	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation	As required	Increase in access to the National Curriculum with due consideration of British

	daily living skills, relationships and future aspirations.	<p>learning.</p> <p>The use of other professional partners has been made available.</p> <p>The posts of specialised Teaching Assistants have been retained and specifically trained to meet the individual needs of all children including those with ASD, ADHD, Communication Disorders, Hearing, Physical and Visual Impairments.</p>		Values, Disability and the PREVENT Agenda
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	As required	Increase in access to all school activities for all disabled pupils and those with emotional, mental health difficulties
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	As required	Increase in access to the National Curriculum and learning outcomes/expectations.
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access and Inclusion	Autumn 2017	Society will benefit by a more inclusive school and social environment
Use of suitable Apps	<p>Use of suitable APPS and iPADS to fulfil interventions and progress measures for all pupils.</p> <p>Specific laptops and iPads to support, enrich and enhance the learning experience – Touch screens, enlarged text and multi-</p>	<p>Retention of ICT Technician role to facilitate access and timely interventions through e-learning packages and progress measurement.</p> <p>E-technology to support learning, motivation and pre-tutorials between home and school.</p>	Autumn 2017	Increase in access to the National Curriculum

	sensory software for engagement and inclusion.			
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Information

Improving the Delivery of Written Information TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Make available school brochures, school newsletters and other information for parents in alternative formats and available website	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through multi-media applications and messaging services.	As required	Delivery of school information to parents and the local community
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from LA on alternative formats and use of IT software to produce customized materials.	All school information available for all. Extension of school website team to fulfil website compliance.	As required	Delivery of school information to pupils & parents with visual difficulties improved
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats. Enlarged modified texts and additional time for improved access to statutory national tests.	The school will be able to provide written information in different formats when required for individual purposes; foreign interpreters	As required	Delivery of information to disabled pupils
Respecting religions, ethnicity and inclusivity	Role models elevated – books overtly “And Tango Makes 3”, “King + King”, - resource	School fully embraces/maintains British Values culture and international dimension.	As required	Delivery of information to staff, pupils, parents and visitors

	guidance			
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Management, coordination and implementation

The Headteacher and Governing Body undertake their equality responsibilities seriously. The Premises and Inclusion Committees, with the ongoing support of the School Business Manager (appointed Health and Safety Executive) review the Accessibility requirement, status and risk on a quarterly basis.

