

St Margaret Clitherow Primary School



Accessibility Plan

2014-2017

Introduction

This plan was drawn up in accordance with the planning duty in the disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002. The school have also taken into account the government's proposals set out in the SEND Green paper March 2011 and the Equality Act 2010.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA).

"A person has a disability if he or she has 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".

Key Objectives

To reduce and, where possible, eliminate barriers to accessing the curriculum and for pupils to have full participation within the school community.

Principles

Compliance with the DDA and the Equalities Act 2010 is consistent with St Margaret Clitherow's aims and commitment to equalities and the operation of St Margaret Clitherow's SEN policy. St Margaret Clitherow's Primary School recognises its duty under the DDA (as amended by the SENDA)

- Not to discriminate against disabled pupils in their admissions and provision of education and associated services
- Not to treat disabled people less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

St Margaret Clitherow's recognises and values parent's knowledge of their child's disability and the effect on his/her ability to carry out routine activities, and respects the parents and child's right to confidentiality.

St Margaret Clitherow's Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum.

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

Activity

a) Education and related activities

St Margaret Clitherow's School will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEN inspectors/advisor and of appropriate health professionals from local NHS Trusts.

b) Physical environment

At St Margaret Clitherow's Primary School, we 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.

c) Provision of information

St Margaret Clitherow's Primary School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

St Margaret Clitherow's Primary School will continue to work in partnership with outside agencies in order to ensure the best outcomes for all pupils e.g. CAMHS, CAF.

Action Plan

See attached Appendix

Linked Policies

This plan will contribute to review and revision of related school policies and documents e.g.

- School Improvement Plan
- SEN and Inclusion policy
- Equalities policy
- Curriculum policies

St Margaret Clitherow Primary School – School Accessibility Plan 2012 – 2015

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of access issues</p>	<p>a) to create access plans for individual disabled children as part of the ISP process.</p> <p>b) to ensure staff and governors can access areas of school used meetings</p> <p>c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>d) circulate information to relevant staff on Access to Work scheme</p> <p>e) Staff to share SENCO information with volunteers and support staff to ensure continuity of care for the children</p>	<p>As required</p> <p>Complete Autumn term 2014</p> <p>Ongoing process</p> <p>In place Autumn term 2014</p> <p>Clear information for children with specific access issues to be in place by Autumn T2 All other passports to be in place by Spring T1</p>	<p>SENCO / classteacher / SLT</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher / H&S committee</p> <p>SENCO</p>	<p>ISP's are in place for disabled pupils, and all staff are aware of pupils' needs. SENCO passports in place for all SEN children</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school .</p> <p>Access to Work Information in Staff Handbook and on staffroom notice board.</p> <p>Volunteers are aware of needs of SEN children at all times</p>
<p>Ensure everyone has access to reception area</p>	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) check the outer door is wide enough for a wheelchair</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>Autumn term 2014</p>	<p>Site Supervisor / Health & Safety Committee/ HT</p> <p>H&S Committee</p>	<p>Disabled parents / carers / visitors feel welcome.</p>
<p>Maintain safe access for visually impaired people</p>	<p>Check condition of yellow paint on step edges regularly</p> <p>Check exterior lighting is working on a regular basis</p> <p>Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child</p>	<p>Ongoing checks</p> <p>October 2014</p>	<p>Site Supervisor / Health & Safety Committee</p> <p>SENCO/Site Supervisor</p>	<p>Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.</p> <p>Light to be fitted near front door.</p> <p>Child knows where equipment ends</p>

Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information	Spring term 2015 Autumn Term 2014	SENCO Headteacher to remind staff SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of ISP's for disabled children when appropriate. Share information with all agencies involved with each child	In place September 2014	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Spring term 2015	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Spring term 2015	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities. Disabled lift to access Out of School Club.

Develop links with a special school	Work towards Identifying a local school and consider sharing INSET opportunities. Existing link with deaf and blind schools in local area	Summer term 2015	SENCO / Headteacher	Increased understanding of the opportunities available to the children
Prioritise pupil participation in school activities	Promote Pupil awareness of the rights of the child and Every Child Matters Agenda. Brent Junior citizenship scheme Local community links with St Gregory's Science College Ensure school activities are accessible to pupils. Audit after school activities for SEND	Ongoing	All Staff Governors Year 6 pupils/staff Year 5 pupils/staff SENCO	Increased participation in school life for all pupils with disabilities Pupils to show awareness of rights and responsibilities and good citizenship. Pupils with SEND will participate in physical and creative after school activities
<u>School Policies</u> Ensure all policies consider the implications of disability and /or access	Consider all policies in view of targets 1,2, and 3	Ongoing	Governors	Access to all aspects of school life for all pupils.
Parental and Staff questionnaire to consider individuals needs	Whole school Annually to complete questionnaire on disabilities/ equalities	Annually	SENCO Deputy Headteacher	Children and staff with disabilities will be fully included and have the ability to voice their concerns
<u>School Buildings</u> Ensure that access to school buildings	Accessibility and clarity of signs around school and awareness of	Ongoing	SLT SENco Governors	Appropriate use of resources for diverse needs of pupils with disabilities

and site can meet diverse pupil need	independent access			
<u>Classrooms</u>	<p>Plan classrooms in accordance with pupil need.</p> <p>Organise resources within the classrooms to reflect pupil need.</p> <p>Provide quiet areas within school. Think beyond the ramp.</p> <p>Look at accessibility in all areas of school life.</p>	Ongoing	Class teachers Outside Agencies SENco	Children will be able to express themselves in a quiet environment through play and creative exploration

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a welcome sign in reception – need to decide which languages to use.	Spring term 2015	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages Translation Tool to be added to website to allow multi-lingual access	Annually Autumn T2	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all

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