

Access Plan (from 2019 to 2022)

OVERVIEW

Under the provisions of the Equality Act 2010, this school recognises the need to provide adequate resources for implementing an accessibility plan. We will take the necessary steps to ensure that every young person, their families and employees are given equality of opportunity to develop socially, work, participate and learn and to enjoy community life. The access plan will be specific to this school. The plan will address improving access to:

1. The physical environment.
2. Access to education, benefits, facilities and services.
3. Access to information usually provided in written form.

It will also set out strategies for funding, monitoring, evaluating and reviewing the plan. The plan will be reviewed every three years.

INTENT

1. Increase the extent to which SEN and disabled pupils can participate in the curriculum.
2. Improve the physical environment of school to enable SEN and disabled pupils to take better advantage of education, benefits, facilities and services provided.
3. Improve the availability of accessible information to SEN and disabled pupils.

IMPLEMENTATION

1. The school will identify the nature of the school population including pupils already in school and moving through it, and the nature of the future intake using advance information previous settings.
2. The school will audit the school's strengths and weaknesses in working with disabled pupils to include the level of staff awareness of Equalities legislation and areas of the curriculum to which disabled pupils might have limited or no access.
3. The school will review the opportunities for the participation of disabled pupils in after school clubs and school visits.
4. The school will review the building and identify parts of the school to which disabled pupils have no or limited access.
5. The school will consider the impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines and the physical environment of the school.
6. The school will review the ways in which information is currently provided for disabled pupils.
7. The school will report its findings to key stakeholders without breaching confidentiality.
8. The plan will be informed by the views and aspirations of disabled pupils themselves their families and the priorities of the local authority.

IMPACT

Within our available resources this school will do all that it can to ensure that those with disabilities have equal access to the life, work, teaching and learning, curriculum and facilities.

Adopted by the governing body.....Signed CoG.....Date to be Reviewed.....

AUDIT

The school will use the following audit to assess its strengths and areas for development.

Part 1: Physical environment

a. Toilet, Changing and Personal Care Facilities

Does the school have adequate facilities currently?

1. Is there an accessible toilet facility that is large enough to accommodate a toilet and washbasin, bed, hoist and space for child, wheelchair and up to two adults?
2. Do we have private and well-equipped areas for personal care and showering? Is there space for space for child, wheelchair and up to two adults?
3. Is there a toilet cubicle that is slightly larger than average with handrails.
4. Is there a medical room where necessary treatment and therapy can be carried out in private?
5. Do job descriptions for new support staff ensure that meeting the medical needs of disabled pupils is included?
6. Is there a policy and strategy for the safe keeping and administration of medicines?
7. Is there a known emergency response strategy in care of a medical emergency and are staff adequately trained in first aid in line with the statutory requirements?
8. Are urgent contact lists up to date and accessible in an emergency?

b. Physical Accessibility:

1. Upper floors – are areas accessed by steps. Do we have upper floors or areas accessed by steps? Have we assessed the implications of physically disabled pupils accessing them?
2. Lifts – If we have lifts is there an alternative method of returning the pupil to the ground floor in case of emergency, fire or lift failure?
3. 'Evac' type chairs – where we have stairs or steps do we need 'Evac' chairs and are staff trained to use them? Do we have clearly identified in the plans for individual pupils and in the general evacuation procedures for disabled visitors?
4. If we have upper floors or steps but no physically disabled pupils currently, have we made plans for potential pupils in line with our 'anticipatory duty'?
5. Many physically disabled pupils are using powered wheelchairs which can be quite large. Is there any older accessible equipment may too small for modern larger wheelchairs? E.g. older lifts and toilets.
6. Does the school need to plan to improve access for power chair users in accessing the school site? e.g. gardens, nature trails, ponds etc.
7. Are there allocated parking spaces for the parents of disabled pupils and do we ensure that the space is not used inappropriately, or blocked by other vehicles?
8. Is the access into school from the parking space level with no obstacles?
9. Are there any heavy doors, sharp narrow turns and cluttered corridors that might be barriers to access? Where classroom space is tight, have adjustments been made to classroom layout in order to facilitate access?
10. Will some disabled pupils need specialist furniture in order to access the curriculum? (Schools have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment).
11. Is the school aware of any existing support to purchase any necessary equipment?

Part 2: Access to the curriculum and learning:

1. Are all areas of the curriculum available to pupils regardless of their disability?

2. Where an activity cannot be made accessible or would be inappropriate is an alternative activity planned for?
3. When we plan to improve access to the curriculum, have we identified any reasonable adjustments needed to offer an equality of opportunity?
4. Do we offer and plan specific staff training to improve access to the curriculum to overcome the impairments of our disabled pupils?
5. Do we have plans and allocated funds for purchasing specialist equipment that will increase access to the curriculum for disabled pupils? E.g. plans to purchase more books with large print, writing slopes and pencil grips, or adjustable desks and chairs.
6. During our monitoring evaluation and review strategy for classroom observation do we review of the participation of disabled pupils during lessons and use observations to inform future developments in inclusion?
7. Access to school visits can be problematic for some disabled pupils. Do we keep the school's visits policy under review and use accessible venues and transport providers?
8. Are the school minibuses accessible for pupils with mobility difficulties especially if they are wheelchair users? Will it be more cost effective to plan to have their own accessible transport for the future rather than using private providers?
9. Are the needs of pupils with hearing and visual impairment considered – hearing loops in classrooms, large print texts, ICT equipment and computers?

Part 3: Access to written information

- Are there plans in place to investigate and provide symbol software to support learners with reading difficulties?
- Are we proactive increasing staff awareness of font size and page layouts to support pupils with visual impairments?
- Has the school library been audited to ensure the availability of large font and easy read texts will improve access?
- Has the signage around the school been audited to ensure that is accessible to all?

NB

The definition of disability under the law is a wide one.

- A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.
- The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.
- If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

AUDIT RESULTS

Part 1: Physical environment

Our school was built in the 1970s on a hillside location so it has many flights of stairs. All of EYFS and KS1 is accessible via external ramped paths on the ground floor, as is the most of the outside area, however the corridors are fairly narrow with steps in between and so movement around school inside would not be possible and a wheelchair would have to use the external paths. The access to the playground is through the EYFS playground and would have to be kept clear of large toys. There is loose gravel on the path to the forest school area which may be difficult to travel on.

There are no lifts in school and at the last assessment it was deemed unsuitable to add a lift into the current structure of the building and so currently the first floor is not fully accessible. At present we do not have an Evac chair but should one be required it would be purchased. Our community room, The Ark is fully accessible. At present we have no physically disabled pupils. If a pupil was to attend the school adaptations would be made and a class may be relocated to work in The Ark where there is a disabled toilet and easier access. Any Additional resources needed for a child to access a classroom would be purchased based on assessments and recommendations from specialist services.

Both buildings have an accessible toilet which can accommodate a powered wheelchair and are fitted with handrails. The accessible toilet in the main building would accommodate a bed and hoist if required. There are two showers in the KS1 toilets. They are not accessible for a wheelchair and are raised above floor level. They are a single cubicle with space to change outside. There is no private medical room however there are small private office spaces that could be used if required.

There are disabled spaces for both the main school and The Ark, which would be made available if required. There is a ramped path to the main reception area, and a long ramped path to the playground and access to the ground floor classrooms.

School have a policy for keeping and administering medications and have up to date emergency contact details which are locked in the office. There are 13 first aiders with both pediatric and adult qualifications.

Physical Environment Action Plan

Outcome	Action	Resources	Time Scale	Responsibility	Success Criteria
All staff to be fully aware of the legal responsibility to support the needs of disabled pupils.	Job descriptions to be checked and amended as required to ensure that meeting the medical needs of disabled pupils is included.	Staff to have time and advice to amend current descriptions.	Spring Term 2020	Jackie Walker Pat Strong	Job description updated to include responsibility to meet medical needs of pupils.
Easier access to the playground and grassed areas of the outside facilities for powered wheelchair users.	When the paths and steps are improved around the school, wheelchair access and space to be taken into account.	Specialist knowledge and legal requirements, architectural skills and funding.	In line with school plans to improve paths and access.	Diocese, Jackie Walker, and governing body,	New paths and access are designed with wheelchair and powered wheelchair users in mind.

Part 2: Access to the curriculum and learning:

Through planning for individual need we aim to provide as inclusive approach. Differentiation is normal procedure and all children are included where possible, with alternative activities provided if required. All reasonable adjustments, including the purchasing of specific items, are made on a pupil by pupil basis and following advice from specialist services who observe and assess children within school. Adaptations would be made where practically possible. School has some resources readily available, such as grips, slopes, coloured overlays etc.

We have good working relationships with support services, such as the visual impairment team, who will adapt books for specific children, tailoring them to their individual requirements. ISCAN have offered loan of equipment to try them for suitability of the setting and the pupil before they are purchased. Staff are encouraged to attend training offered by ISCAN to support the children with additional needs as suggested in professional reports. Whole school training is provided as per the school training calendar, with includes training for a range of SEND needs when needed. Risk assessments are carried out prior to any out of school visit, including accomodation of any additional need. School does not have a minibus but communication with transport and venues would be made regarding individual needs.

Access to the curriculum and learning Action Plan

Outcome	Action	Resources	Time Scale	Responsibility	Success Criteria
To continue to enable current and future pupils with disabilities to access the curriculum fully.	To continue to work closely with specialist services to make reasonable adjustments. To provide adequate training for staff to implement recommendations.	Maintain links with specialist services. Attend further relevant training.	Ongoing	SENCOS Learning Mentor SSA Class Teachers	Pupils are happy, successful and included fully in the curriculum.

Part 3: Access to written information

Information to families is provided on the school website, via social media, letters and the text message service. All information can be obtained through conversation with the school office and staff are happy to give this verbally instead of written.

In school children access written print in a variety of forms, including electronically, for example using Clicker 7 or IPad software which reads print children, including translations. When required the VI service offer loan books and adapted texts personalised for children's particular needs. Boardmaker symbols are currently used for visual timetables and now and next boards. Staff have had Speech and Language (SALT) training on PECs and the next step would be to invest in the PECs system for children who would benefit from this. The signage around school is appropriate for the needs of the current pupils and would be adapted if needed.

Access to Written Information Action Plan

Outcome	Action	Resources	Time Scale	Responsibility	Success Criteria
To continue to enable current and future pupils to access written information.	To continue to work closely with specialist services to make reasonable adjustments. To provide adequate training for staff to implement recommendations.	Maintain links with specialist services. Attend further relevant training.	Ongoing	SENCOS Learning Mentor SSA Class Teachers	Pupils are happy, successful and able to access written information.
To allow children with communication difficulties to communicate in alternative ways.	Invest in PECs.	PECs materials. Further training if required.	Spring 2020	SENCOS Class Teacher	PECs is purchased and used for children who require it to communicate. Appropriate children begin to increase communication.