

Accessibility plan

Iveson Primary School



Iveson
Primary School

Where aspirations soar

Approved by:

Resource Committee

Date: 10th May 2018

Last reviewed on:

Next review due by: April 2019 on completion of building work

Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	8
5. Links with other policies	8
Appendix 1: Accessibility audit.....	9

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Iveson Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We will therefore:

- ensure children regardless of disability have access to the range of opportunities and experiences throughout the curriculum and as outlined in our Iveson Essentials and through the Iveson Passport.
- plan for fair and equal access to a range of after school clubs; within our After School Education programme.
- seek to adapt the building to maximize access and give due consideration to the location of facilities re ease of access
- ensure information is accessible to pupils/parents with disabilities through the most effective means including appropriate specialist materials/equipment (assistive technology)

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Including cluster partnership, working with relevant LA departments and working with other relevant bodies/charities to best meet the needs of the child/ren,

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils, with a personalised curriculum for some according to need.</p> <p>The school has staff who are trained in and have a specific responsibility for key aspects in line with the school's needs – these include Speech and Language and Autism (Lead Practitioners).</p> <p>All the curriculum and wider school day opportunities are planned with the children in mind to ensure all have equal access.</p> <p>Deployment of support staff is focused on need to ensure children have full access with support where needed as well as opportunities to work</p>	<p>To ensure relevant staff are trained in and able to meet the needs of pupils with disabilities</p> <p>To continue to ensure all children have full access to the curriculum and wider school day regardless of disability</p>	<p>Continue to train Lead Practitioners as required – continued professional development through effective partnerships with outside agencies (SLT & STARS)</p> <p>Timetable sessions for Lead Practitioners to disseminate information to relevant staff</p> <p>Review needs annually and expand Lead Practitioner Approach as required</p> <p>Induct new staff in relation to any needs in their class</p> <p>To set the school budget to allow for any additional</p>	<p>HM/ME</p> <p>HM/ME</p> <p>HM/ME</p> <p>Lead Practitioners /ME</p>	<p>Ongoing as required</p> <p>Termly</p> <p>Summer 2</p> <p>Autumn 1/on appointment</p> <p>May 2018</p>	<p>Staff structure has people with specialism in areas of need</p> <p>Rolling programme of staff training is planned – staff are well supported in meeting children's needs</p> <p>Deployment and training for staff is planned in relation to needs – school is pro-active in training/ specialising staff</p> <p>Staff are trained to effectively meet the needs of the children they teach/ support</p> <p>All children wishing to access after school</p>

<p>independently both within and outside of the school day.</p> <p>Awareness is raised through annual events such as Autism Awareness week, visits from Paralympians and assemblies.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. These include purchase/use of specialist equipment including ICT equipment and software, sensory toys/materials, visual timetables, pecs communications tool etc</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs through the use of the Bsquared assessment tool.</p> <p>In addition to Pupil Progress Meetings, which focus on academic progress, SEN Pupil Progress Meetings are held to ensure opportunities to discuss</p>	<p>Curriculum resources include examples of people with disabilities.</p> <p>Ensure the curriculum and related opportunities meet the needs of all pupils</p> <p>To ensure after school education opportunities appeals to groups with specific needs.</p> <p>Staff profile supports accessibility</p>	<p>staffing levels that may be required to enable children to access the wider school day.</p> <p>Audit curriculum resources and address accordingly</p> <p>Annual curriculum review to include planned visits and visitors to ensure it is accessible to all</p> <p>Following input from a parent consider increasing the number of sensory related after school clubs with a focus on but not exclusive to children with autism</p> <p>Identify need and funding arrange recruitment Protocol/advert</p>	<p>ME/HM/PP</p> <p>Lead Practitioners/ ME</p> <p>JS/HM</p> <p>ME/HM</p>	<p>July 2018</p> <p>Annual Summer Term</p> <p>Annual – trial in Summer 2 2018ME</p>	<p>provision/sports or clubs are able to do so</p> <p>Books/Posters and resources used in school represent a range of disabilities and support everyday awareness raising alongside key events.</p> <p>Visits/visitors and curriculum opportunities are reviewed to ensure they are accessible and where this is not the case appropriate adaptations can be made</p> <p>After School Education club opportunities are further matched to the profile of need within the school and feedback is sought regularly.</p> <p>Staffing structure meets the needs of pupils</p>
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	aspects relating to specific need are addressed.			ME/HM	Summer Term	
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Stair Rails • Corridor width • Disabled toilets and changing facilities are located in both KS2 and KS1 • Individual pupil work stations for children with autism • Nurture Room • Sensory Room 	The physical environment and building plans support improvements to accessibility	<p>Review proposed build to ensure improvements re accessibility are incorporated – Ramps, Access at various levels, door width, platform width</p> <p>Acoustics - hearing/autism</p> <p>Upgrades re changing facilities EYFS</p> <p>Monitor progress ensuring agreed works re accessibility are protected</p> <p>On completion re- above identify programme of school works, funding streams re enhancement</p>	<p>HM/Build Team</p> <p>HM/GB</p> <p>HM/PP/ME/GB</p>	<p>Review completed build commences May 2019</p> <p>Ongoing to March 2019</p> <p>April 2019</p>	<p>Increased physical accessibility to school</p> <p>Improvements to acoustics support children with hearing impairment/autism Access to all areas of school is possible for children/staff/visitors with mobility issues</p> <p>Completed build and progress meeting minutes demonstrate accessibility aspects are protected</p> <p>Maintenance and Build Programme for 2019-2022 clearly identifies where, when and how accessibility aspects will be enhanced in line with the school profile</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Visual Timetables</i> • <i>Pecs</i> • <i>Coloured overlays</i> • <i>Pictorial or symbolic representations</i> • <i>Specialist equipment re hearing impairment</i> <p>Where additional communication methods are required, we work in partnership with outside agencies (such as Speech & Language Service and STARS) to ensure that we deliver the very best provision.</p>	<p>To ensure the communication methods support accessibility</p>	<p>To continue to audit current provision through the Inclusion Team to identify any gaps/ enhancement</p>	<p>ME</p>	<p>Autumn Term 2019</p>	<p>Effective communication methods are in place in relation to children's needs and disability.</p>
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4. Monitoring arrangements

This document will be reviewed every **3** years, unless legislation or Local Authority Guidance supersedes this

It will be approved by the Governing Body and reviewed annually by the School Inclusion Team

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 but only one for children however this is on different levels	Ramp to provide access into building and increased access points around school to improve access Platform lift School entrance to Y3 classrooms	LA (part of expansion works)	March 2019
Corridor access	Corridors reasonable width but doors onto them aren't compliant	New doors meet DDA requirements	LA (part of expansion works)	March 2019
Steps	Due to site level there are a number of steps around school this would limit access for wheelchair users/ those with mobility issues	School to address as required – building changes will improve accessibility with more entrance points in to school – sufficient space and classrooms to re- locate year groups according to mobility need if required. Any new arrivals would seek funding towards platform lifts at key points around school.	HM/GB/ME	As required
Parking bays	No designated parking bays currently	Identified bays to be included as part of expansion programme	LA (part of expansion works)	March 2019
Entrances	Currently single doors	Door width to be increased as part of expansion programme	LA (part of expansion works)	March 2019

Ramps	Currently no ramps around school	Ramp to entrance to form part of expansion programme Audit access to play areas and outdoor learning to ensure accessibility – plan accordingly	LA (part of expansion works) HM/ME	March 2019 March 2019 onwards
Toilets	Currently sufficient toilets and will be increased re expansion Disabled toilet KS2 corridor has no heating	Toilets will meet legal requirements as part of the expansion Heating to be added to KS2 disabled toilet as part of the building programme	LA (part of expansion works)	March 2019
Reception area	Access in an issue – single door no ramp access	Building work provides for a larger door and ramp access	LA (part of expansion works)	March 2019
Internal signage	Needs addressing following completion of works	On completion of build audit need re signage and address as required	HM/ME/GB	April 2019
Emergency escape routes	Sufficient escape routes off corridor and classes issue is banking down to assembly point	Ensure children with autism are prepared for and familiar with fire escape and lockdown procedures. SLT ensure children who will become highly agitated are supported as well as possible by being in a class where route is through classroom rather than on to corridor Issues re banking and assembly points will be improved as part of the planned programme of works	SLT/GB/CT & Support LA (part of expansion works)	Ongoing March 2019

Playground	Play areas on different levels this could be an issue for children with mobility problems/ in a wheel chair	Audit how best to improve access – aspects may be addressed through improvements re build	HM/ME/GB	April 2019
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