Iveson Primary School

Accessibility plan

Iveson
Primary School
Where aspirations soar

Approved by:	Resource Committee	**Date:** 10th May 2018	

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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 long-term plans 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 as required 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 and Trust 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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils, with a personalised curriculum for some according to need.	To ensure relevant staff are trained in and able to meet the needs of pupils with disabilities	Continue to train Lead Practitioners as required – continued professional development through effective partnerships with outside agencies (SLT & STARS and Lighthouse Secondary School)	HM/KL	Ongoing as required	Staff structure has people with specialism in areas of need Rolling programme of staff training is planned – staff are well supported in meeting children's needs
	The school has staff who are trained in and have a specific responsibility for key aspects in line with the children's needs – these include Speech and Language and Autism.	To continue to ensure all children have full access to the curriculum and wider school day regardless of disability	Timetable sessions for Lead Practitioners to disseminate information to relevant staff Review needs annually and provide CPD as required	HM/KL	Ongoing as required Summer 2	Deployment and training for staff is planned in relation to needs – school is pro-active in training/ specialising staff
	All the curriculum and wider school day opportunities are planned with the children in mind to ensure all have equal access.		Review Lead Practitioner/s Approach as required	HM/KL	Autumn 2	
	Deployment of support staff is focused on need to ensure		Induct new staff in relation to any needs in their class	KL	Autumn 1/or on appointment	Staff are trained to effectively meet the needs of the children they teach/ support

	children have full access with support where needed as well as opportunities to work independently both within and outside of the school day. Awareness is raised through annual events such as Autism Awareness week, visits from Paralympians and assemblies. The curriculum is reviewed to ensure it meets the needs of all pupils. 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 Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs through the use	Curriculum resources include examples of people with disabilities. Ensure the curriculum and related opportunities meet the needs of all pupils To ensure after school education opportunities appeals to groups with specific needs. To ensure all children have the resources and equipment required to support learning	To set the school budget to allow for any additional staffing levels that may be required to enable children to access the wider school day. Audit curriculum resources and address accordingly Annual curriculum review to include planned visits and visitors to ensure it is accessible to all Identify need and funding purchase resources accordingly	JF/HM/KL KL/SEN Support Staff SLT JS, HM & Subject Leads KL/HM	Annually at school budget setting meeting 2 year cycle Summer 2 Annual Summer Term Ongoing	All children receive correct level of support in the school day and in after school provision/sports or clubs as required Books/Posters and resources used in school represent a range of disabilities and support everyday awareness raising alongside key events. Visits/visitors and curriculum opportunities are reviewed to ensure they are accessible and where this is not the case appropriate adaptations can be made After School Education club opportunities are further matched to the profile of

	of the Bsquared/ pre- Keystage assessment tools. In addition to Pupil Progress Meetings, which focus on academic progress, SEN Pupil Progress Meetings are held to ensure opportunities to discuss aspects relating to specific need are addressed.	All staff have a clear understanding of the targets and expectations for all pupils and are able to identify progress made	Consider assessment materials re The Aviary Staff Training, rolled out according to need All ASD Provision Staff to be trained re this	KL/HM/CH KL	Ongoing Autumn 2 re Aviary	need within the school and feedback is sought regularly. Assessment resources and procedures enable the school to effectively track the progress of all children Staff are confident in and able to use the engagement model of assessment for children working below their age-related key stage
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Stair Rails • Corridor width • Disabled toilets and changing facilities are located in both KS2 and KS1 • Individual pupil work stations for children with autism	The physical environment and building maintenance plans support improvements made to accessibility	Improvements carried out re accessibility are – Ramps, Access at various levels, door width, platform width Acoustics - hearing/autism Upgrades re changing facilities EYFS Maintenance plan ensures the above are maintained at the appropriate standard	HM/JF/DP	Review annually	Increased physical accessibility to school Improvements to acoustics support children with hearing impairment/autism Access to all areas of school is possible for children/staff/visitors with mobility issues Maintenance and Build Programme clearly identifies where, when and how

	• Nurture Room • Sensory Room					accessibility aspects will be enhanced/maintained in line with the school profile
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Visual Timetables* • *Pecs* • *Coloured overlays* • *Pictorial or symbolic representations* • *Specialist equipment re hearing impairment* 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.	To ensure the communication methods support accessibility ensuring parent and pupil voice is sought as to how best address this for children working below the level of their key stage	To continue to audit current provision through the Inclusion Team and with CTs to identify any gaps/ enhancement	KL	Ongoing	Effective communication methods are in place in relation to children's needs and disability. Effective strategies to deliver teaching and learning in relation to the child's needs are established

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 and paths/ entrances around school provide more entry and exit points. Annually review need of children and staff and plan location of children/staff with need accordingly	HM	As required
Corridor access	Corridors reasonable width but doors onto them aren't compliant	New doors meet DDA requirements - ensure these are maintained as part of premises plan	HM	As required
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 improved accessibility with more entrance points into 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/DP/JF	As required
Parking bays	One designated parking bay	Ensure bay is available as required	HM/JF	Ongoing
Entrances	All entrance doors are compliant widths re wheelchair access	Maintenance and staff awareness re ensuring these are clear and open/close easily	Site Manager re maintenance All staff re areas being kept clear	Ongoing

Ramps	Ramp to main entrance	As needed ensure access to play areas and outdoor learning to ensure accessibility – plan accordingly	HM/JF	Ongoing
Toilets	Number of disabled toilets/hygiene suites meets requirements	Review need in terms of % of SEN requiring facilities in school Ensure these rooms are maintained to an appropriate standard and for the purpose they were created for	HM/JF/KL	Annually
Reception area	Ramp access and wide door	Building work provided for a larger door and ramp access - ensure ramp is maintained to the appropriate standard	HM/JF/DP	As required
Internal signage	Fire signage is in place	Audit need re any additional signage and address as required	HM/JF/DP	Review Annually
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 remains – identify possible strategies re this	SLT/GB/CT & Support JF/DP/HM	Ongoing Autumn 2023
Playground	Play areas on different levels this could be an issue for children with mobility problems/ in a wheelchair	Plan where in school children are located to ensure they have safe access to playgrounds. Ensure prospective parents are aware that there is a school within the family with specific provision re this	HM/KL	As required