

Piddle Valley CE First School



Accessibility Plan

September 2019 to September 2022

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1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Piddle Valley CE First School.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability* policy and related *SEN information report*;
- policy for *Supporting pupils at school with medical conditions*; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

3. Our vision and aims

Piddle Valley CE First School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Piddle Valley CE First School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Please refer to the SEND Information report on the school website.

Curriculum

Piddle Valley CE First School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of specific difficulties and potential barriers to learning such as attachment disorder, hearing /visual impairments, speech and language and ADHD, ASD .
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and the school environment;
- modifying learning resources and curriculum content to meet the needs of individual children.

Physical Environment

Piddle Valley CE First School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing ramped access to the main school entrance;
- providing an accessible toilet with changing facilities;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Information

Piddle Valley CE First School already makes written information more accessible to disabled pupils through:

- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Piddle Valley CE First School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school [and the Diocese]. It will advise other school planning documents.

Piddle Valley CE First School will work in partnership with the Greenwood Tree Academy Trust and the Diocesan Board in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Piddle Valley CE First School's Accessibility Plan will be implemented by Mrs Vicky Nelson, Senco and Inclusion Lead.

Sufficient resources will be allocated by Piddle Valley CE First School to implement this Accessibility Plan.

6. Monitoring

The Piddle Valley CE First School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the designated SEND Governor.

The governing body, or proprietor will monitor Piddle Valley CE First School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Piddle Valley CE First School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Piddle Valley CE First School complaints procedure covers the Accessibility Plan.

Date effective: September 2019

Maintenance: Headteacher and Mrs Nelson, Inclusion Lead

Date of next review: September 2022

Approval: Local Governing Body

Piddle Valley CE First School Accessibility Plan
September 2019 to September 2022
Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
A CPD programme needs to be developed to ensure that all staff have an awareness of epilepsy, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils.	<ol style="list-style-type: none"> 1. Whole school staff (including support staff) awareness training provided by local specialist nurse. 2. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist 3. Pupils will be provided with an Individual Healthcare Plan in line with Supporting pupils at school with medical conditions. 	<p>SENCo</p> <p>All staff, including support staff</p> <p>Headteacher/SENCo and responsible Governor</p>	This will be delivered in conjunction with parents and tailored to support the best interests of individual pupils as they progress through the school.	<ul style="list-style-type: none"> • Pupils and their families feel supported and their needs understood; • Pupils with specific needs have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs; • Teachers and support staff are confident in meeting the needs of pupils with specific needs and know how to support them, including in an emergency.
All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.	<ol style="list-style-type: none"> 1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training 2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc. 3. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements. 4. Link SEND governor to provide regular updates to the LGB to further awareness of accessibility issues. 	<p>Headteacher / SENCo and responsible governor</p> <p>Senior Leadership Team /EVC</p> <p>Individual class teachers and SENCO</p>	<p>By Spring 2020</p> <p>By Spring 2020</p> <p>By Spring 2020</p>	<ul style="list-style-type: none"> • No out of school activities are planned without consideration of how pupils with a disability will be included; • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events • Pupils and their families feel included in out of school activities.

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Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
<p>The outside areas of the school require improvement; specifically the areas of:</p> <ul style="list-style-type: none"> pedestrian access; car parking; paving; external lighting. 	<ol style="list-style-type: none"> Access to pedestrian areas should be reviewed for any potential hazards and a railing to separate traffic from pedestrians installed in the car park; Allocate accessible parking bay in accordance with Part M standards; Review levels, gradients, cambers and gullies in proximity to all pathways, define footpath edges where necessary and provide tactile paving at key areas Ensure lighting to car park is operational, adequate and considers pollution and local issues; 	<p>Headteacher</p> <p>Headteacher / H&S Governor</p> <p>Headteacher / H&S Governor</p> <p>Headteacher / H&S Governor</p>	<p>By Spring 2020</p> <p>By Spring 2020</p> <p>By Spring 2020</p> <p>By Spring 2020</p>		<ul style="list-style-type: none"> The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards; Pupils with disabilities and their families are easily and quickly able to access the school building.
<p>The internal areas of the school require some maintenance to ensure that pupils with physical difficulties can access the school environment. Specifically, the:</p> <ul style="list-style-type: none"> Entrance area; and Accessible toilet 	<ol style="list-style-type: none"> Floor areas to be replaced Lighting will be improved at the main school entrance; 	<p>S Matthews Caretaker</p>	<p>By Sept 2019</p>		<p>The entrance to the school is welcoming and safe to all;</p> <ul style="list-style-type: none"> Pupils and their families feel needs are met; Pupils can safely access the disabled toilet independently or with assistance if necessary, <i>aiding better life outcomes.</i>

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Making Written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website	<ol style="list-style-type: none"> 1. All written information available to pupils and their parents will be considered in detail by the SLT, parent links. Pupils with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future pupils during this exercise; 2. The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools. 	<p>Senior Leadership Team, SENCO, parents, pupils and other staff where appropriate</p> <p>Headteacher and SENCO</p>	<p>By Summer 2020</p> <p>By Spring 2020</p>	<ul style="list-style-type: none"> • All future written information is designed with the specific needs of disabled pupils in mind; • Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; • Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.
The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need	<ol style="list-style-type: none"> 1. Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs; 2. Specific training for those developing written information for the school and class teachers supporting pupils with specific needs. 	<p>Headteacher</p> <p>Headteacher</p>	By summer 2020	<ul style="list-style-type: none"> • Staff are aware of the different ways in which pupils take on and learn new information; • Thought is given to all future communication with disabled pupils in mind; • The school is more effective in meeting the needs of pupils with a disability; • Pupils with a disability and their parents feel welcome and confident that their needs are being met.

