

Accessibility Plan 2014-2017

Introduction

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

The plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- To increase the extent to which disabled pupils can participate in the school curriculum;
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated;
- To improve the delivery of disabled pupils of information which is provided in writing for pupils who are not disabled.

Current Accessibility Arrangements

Admissions

The following statement is an extract from the School's Admissions Policy:

At Charles Dickens Primary School we are committed to ensuring equal treatment of all our pupils who may have any form of disability. We will ensure that disabled young people and adults are not treated less favourably in any procedures, practices or service delivery. The school acknowledges the fact that reasonable adjustments for disabled pupils are essential to support children in achieving the 'Every Child Matters' outcomes.

Access to buildings and classrooms

As the school is in an old Victorian building (with currently no ability to provide a lift), in the main, it is only the ground floor and playgrounds which are accessible by all children and their parents. Nonetheless every reasonable effort has been made to improve the accessibility of the school to those with disabilities wherever possible. There are long-term plans to expand the school which will include improving disabled access but these are not yet in effect. The areas of the school and their level of accessibility as it currently stands are listed below.

Building	Features
New building (hall and kitchen) – under construction	Once complete will be fully accessible with hearing loop and same level access.
New building (2 year old unit) – under construction	Once complete will be fully accessible with same level access.
Main building (Ground Floor)	The entrance to the building is sloped allowing for easy wheelchair access and there is the provision of a disabled toilet. There are few if any corridors so there are very few

	width restrictions and classroom entrances have flat floors. Fire exits are sloped and suitable for wheelchairs. Remodelling of Reception offices as part of expansion project to improve accessibility including sloped disabled access from street level (due to start construction November 2016).
First and Second Floors	There is currently no disabled access to the first and second floors of the building as it is a Victorian building. Scheduled installing a lift as part of building expansion project due to end 2017.
Ground Floor Hall	Main entrances are flat allowing for easy wheelchair access. Two fire doors are flat leading to the playground. Access to Kitchen Servery is clear and suitable for wheelchair bound pupils.
First and Second Floor Halls	Are currently inaccessible to wheelchairs due to lack of lift
Playgrounds	Available for all pupils. Access is available without need for steps and there are slopes where appropriate.
Entrance paths	All have easy access for all pupils and parents with slopes when needed and flat floors elsewhere.

Evacuation Procedures

The School Fire and Emergency Policy lays down the basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment

As a Main Stream Primary School we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities – hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such an assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Learning Plans for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy. It can take the form of:

- Input from specialist (external) teachers
- ICT
- Adaption of teaching materials

The school's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the school's SENCo teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal curriculum

Pupils at Charles Dickens Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included:

- Outdoor education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan or Coordinated Support Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc. then the school will be happy to consider alternative forms of provision in consultation with the County's Advisory Services.

Source materials for the new plan

Other important policies and plans are considered within the scope of the Accessibility Plan. They are:

- Single Equalities Policy
- Health and Safety Policy
- Fire and Emergency Procedures
- Special Educational Need (SEN) Policy
- Behaviour Policy
- The Annual School Prospectus

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. On the next page are three action plans which show how the school will address the priorities identified in the plan.

Action Plan 1: Increasing Physical Access to and within the school				
TARGET	STRATEGIES	OUTCOME	TIME-FRAME	GOALS ACHIEVED
Improve wheelchair access to some parts of the building	Include improvements to physical access in 'new build' plans	Wheelchair access will be improved as part of capital investments	September 2016	No due to delays in building expansion project. Expect this to be completed in 2017
Increasing number of disabled toilet facilities	Include improvements to physical access in 'new build' plans	Improved accessibility for disabled users	September 2016	Done
Improving facilities for those with hearing impairment	Installation of hearing loops and baffles	Facilities more accessible to hearing impaired users	September 2017	
Action Plan 2: Improving Curriculum Access				
TARGET	STRATEGIES	OUTCOME	TIME-FRAME	GOALS ACHIEVED
Provide training for teachers/TA's on differentiating the curriculum for disabled students when appropriate	Undertake an audit of staff training requirements	All teachers/TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing	Done and ongoing
Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Autumn 2014	Done and ongoing
Organise classrooms optimally to promote the participation and independence of all pupils – with particular reference to disabled students if present	Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils All pupils to access the curriculum using learning aids if needed	Ongoing As required	Done and ongoing
Provide ICT resources to support learning	Review the school's ICT provision, including planning and resources	All pupils have access to new technology and make required progress in all areas	Summer/Autumn 2016	Done and ongoing
Provide training in manual handling where appropriate	Liaise with experts/LEA. Provide training for staff	Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate equipment	Dependant on training courses from H&S LEA Ongoing	Done and ongoing

Administering medication	Ensure all First Aid trained staff maintain schedule	First Aid trained staff better equipped to meet the medication requirements of disabled pupils where necessary	Ongoing review	Done and ongoing
Action Plan 3: Improving Written Information and Signage				
TARGET	STRATEGIES	OUTCOME	TIME-FRAME	GOALS ACHIEVED
Signs clear and helpful to all users	Improve signage for all both internally and externally	Signs in and around school give clear guidance to all children, staff and visitors	Autumn 2014	Done (further review scheduled post-expansion)
Emergency exit procedures	Review existing provision	Procedures in place and conforming to current H&S policies and procedures	Autumn 2014	Done (further review scheduled post-expansion)

Management of the Plan

- The Governing body will be responsible for the strategic direction of the school's Accessibility Plan and for obtaining and allocating the funds necessary to implement the priorities in the plan.
- The Head teacher and the Special Educational Needs Coordinator will be responsible for the plan's day to day implementation.
- Progress of the plan's priorities will be reviewed and reported once per year and the outcomes made available on the school website, in the school prospectus and to parents and carers upon request from the School Office.

Headteacher

Chair of Governors

Date: December 2016

Review scheduled: January 2018