



LEARNING & INCLUSION GUIDANCE

Model Accessibility Plan

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Accessibility Plan

September 2016 to

September 2019

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 St. George's Primary 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

St. George's Primary 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

St. George's Primary 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.

Curriculum

St. George's Primary School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards, iPads and the purchase of Educational Apps and software) 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 [ASD] [epilepsy] [attachment disorder] on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and the school environment;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).
- TEZ
- Thrive ethos
- Effective deployment of teaching assistants to support pupils' participation.
- Purchase of appropriate furniture e.g. sloping desks and specialised chairs.

Physical Environment

St. George's Primary School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to school entrances;
- installing a wheelchair accessible lift to the main hall;
- dedicating 2 parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet with shower and 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;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy [wherever possible.]
- Improving security access, width of doors and signage.
- Improving the car park and pedestrian areas with cross-hatching, tarmacking and gate access / restrictions.

Information

St. George's Primary School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- ensuring that all school policies available on our website have a 'listen' option;
- providing 'easy read' versions of our school policies, upon request;
- using social stories, visual timetables and picture symbols to explain school rules for pupils who benefit from this.
- Introduction of 'Text Alert' service.

5. Implementation

Our Accessibility Plan shows how access to St. George's Primary 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. It will advise other school planning documents.

St. George's Primary School will work in partnership with the Local Authority 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.

St. George Primary School's Accessibility Plan will be implemented by Jo Luxon (Headteacher) and Michael Coombs (Deputy Headteacher).

Sufficient resources will be allocated by St. George's Primary School to implement this Accessibility Plan.

6. Monitoring

The St. George's Primary School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the St. George's Primary School Governor Curriculum Committee.

The governing body, or proprietor will monitor St. George's Primary 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 St. George's Primary School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The St. George's Primary School complaints procedure covers the Accessibility Plan.

Approved Curriculum Committee

DATE 12/09/16

Review date 11/09/19

St. George's Primary School ACCESSIBILITY PLAN - 12/09/16 to 11/09/19 : Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them. 1.Diabetes. 2.Epilepsy. 3.Dyslexia. 4.Behaviour. 5.Sensory training (planned). 6.Safeguarding 7.Thrive	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset. Inset led by Thrive Teachers (ST/AB)	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitor on annual basis or dependent on child need.	Ongoing-review annually or when a child joins St. George's.	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation To source resources where necessary	All out-of-school activities will be conducted in an inclusive environment with providers (e.g., Count Me in, Sure Start) that comply with all current and future legislative requirements. Each Risk Assessment considers Inclusion of all students.	Each visit/Curriculum Enrichment.	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils. Implementation of Swimming Safety Plan. 1:1 Support.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. PE Leader to review School PSOP/NOP annually and inform staff of current legislation and procedures. Staff CPD – Swimming Coach Liaison with parents of children with need of 1:1 support.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Health and Safety of children and adults fulfils and where possible exceeds requirements. 100% inclusivity in swimming lessons All children swim 25m by end of KS2	Ongoing. Annually.	More time available for pupils to participate in curriculum activities National requirements for all pupils to swim 25 metres.
Develop an understanding	Organisation of CPD and in-	Children identified with sensory needs	CPD	Improved understanding for staff

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
of Sensory Processing needs.	house training. TEZ provision in school (Chesil ST/AB)	have appropriate support understanding from staff	Summer Term	Improve welfare for Children Improved attainment for children.
Measure the effectiveness of Teacher/TA led interventions (Refer to intervention audit – Summer2015)	Monitor and track progress of interventions on SPTO. Review chosen interventions for next academic year.	Good progress and the gap narrowed in English and Maths. Effective use of Teacher/TA – deployment and therefore value for money.	2015-16 Data reviewed each half-term or on completion of intervention.	Gap narrowed in attainment
To deploy Teaching Assistants effectively to support pupils' participation. To ensure that the appropriate furniture/sloping desks, ICT hardware/software is being used effectively to provide greater access to curriculum.	Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly Ensure staff skills are matched to pupil needs. Recording equipment keyboard/mouse. Continual review of ICT SENCO/Inclusion Leader to monitor Staff CPD where needed.	Pupils needs are appropriately met through effective deployment of skilled support staff Improved access to the curriculum.	Annually or when a child joins St. George's.	All pupils are supported to achieve their full potential-maximise progress toward achieving ARE.
Pupils with identified SEMH needs (attachment) have improved access to the curriculum	Implementation/Support at Chesil TEZ Base with children from 2 other schools. Hosting of Thrive Base and alterations made to existing accommodation, including the relocation of current PP group. Two staff (ST/AR) to become THRIVE licensed practitioners. ST to become Attachment Lead Whole staff training/Governors on the THRIVE approach and its benefits.	Successful TEZ Base with pupils no longer at risk of exclusion – Chesil sourced. Thrive online tool used with identified children and used school wide to improve Social and Emotional outcomes for children Two rooms renovated/decorated to enable continuous provision of THRIVE Base and current KS1 PP Project.	Begin Spring 2016 Review Summer 2016 Winter 2016 Spring 2017	Improved academic progress due to improved SEMH for identified pupils.

St. George's Primary School ACCESSIBILITY PLAN - 1/4/16 to 1/4/19: Improving the Physical Access

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.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
Approach to school	Cross hatching of area immediately outside the main gates	To prevent cars parking and turning at drop-off and pick-up times.	Annual review	£500
Outside areas	<ul style="list-style-type: none"> ◦ Pedestrian access ◦ Car parking ◦ External lighting ◦ Cross Hatching of area in Car park outside of children's entrance. ◦ Develop the EYFS outdoor learning environment ◦ Increase the number of water fountains in school 	<ul style="list-style-type: none"> ◦ Gates closed 8.30-9.05am & 3.00-3.30 to ensure the safety for all pedestrians. ◦ Purchase of physical (portable) ramps to access areas. ◦ Increase number of Accessible Parking Bays in accordance with Part M standards – Disabled spaces. ◦ Review levels, gradients, cambers and gullies in proximity to all pathways ◦ Provide tactile paving at key areas ◦ Ensure external sensor lighting to Conference Room/PPA ROOM is adequate, and considers pollution and local issues ◦ To separate vehicle and pedestrian routes. ◦ To prevent parking and turning in the area immediately outside the school gates. ◦ Increase the storage options, development of different learning areas and purchasing of a variety of resources for the children to use in order to raise achievement. ◦ Install an outside tap for creative play 	Annual review	0 DCC £200 £795.60 DCC £1000
All areas	<ul style="list-style-type: none"> ◦ Signage at KS1 entrances. ◦ Improve classroom furniture layouts to increase access ◦ Security access 	<ul style="list-style-type: none"> ◦ Consider locating colour and tactile signs ◦ Replace and upgrade on rolling programme ◦ Widen doors where building structure allows ◦ Assess annually depending upon classroom use 	Ongoing- Assessed annually	

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
		<ul style="list-style-type: none"> ◦ Staff to be aware of mobility and H&S issues ◦ Lower security key pads to enable use by all ◦ Installed & staff trained in use – if needed. 	Ongoing	
Main Entrance	<ul style="list-style-type: none"> ◦ Main entrance and foyer ◦ Audibility 	Consider installation of a loop hearing system for the counter	In review	
Corridors to Main Block	<ul style="list-style-type: none"> ◦ Remove trip hazards ◦ Observe fire exit routes ◦ Increase signage and aids for visual and hearing impaired 	<p>Identify appropriate storage for equipment and ensure that items are not left indiscriminately</p> <p>Remove obstacles around signed emergency routes LA Fire Training for Staff.</p>	Ongoing	
Main Block	<ul style="list-style-type: none"> ◦ Renovation of Junior toilets/cloakrooms/and changing rooms ◦ Upgrade ICT Suite <p>Renovation of EYFS toilet facilities and KS1 toilets / cloakrooms Creation of new learning space near Year 1</p>	<p>To redevelop the KS2 cloakrooms Install an outside shower for rinsing on/off before and after swimming Renovate the male and female changing rooms Create two storage cupboards (DT & PE) and provide access to all to the fire exit. Development of open plan uni-sex toilets</p>	Start Spring 2016	<p>Stuart Barnes</p> <p>£47,000</p> <p>Quotes Pending</p>
Whole School	Identify pupils with physical access needs. Provision for classrooms on the ground floor only. Identify with IMP.	Whole school organization to ensure access.	Annually each Summer Term	
Environmental Area	To replace the fence surrounding the two ponds and the uneven path	Fence renewed around both ponds in the environmental area.	Summer Term	£3500

St. George's Primary School ACCESSIBILITY PLAN - 12/09/16 to 11/09/19: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats, including reports and documentation translated into the first language of EAL students.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	On request.	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats. Reports translated. Use of interpreter to support at meetings.	Review all current school publications and promote the availability in different formats for those that require it Possible use of Google translate/other app	All school information available for all through hard copy and website In year/end of year school reports translated.	On request.	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment. <u>No visually impaired children currently.</u>	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	Review if a VI child enrolls in school.	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Communication audit by SALT On-going Performance Management arrangements Training on range of issues such as functional use of language, Signalong and managing SALT plans Other training as required. Use of standard visual	Awareness of target group raised. Widget purchased and used effectively. Signalong used where appropriate. Visual timetable in every class.	Ongoing Reviewed due to the needs of the individual child.	School is more effective in meeting the needs of pupils.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
	timetable. Use of visual symbols.			
To provide alternative methods of recording for pupils with physical difficulties, fine motor needs or short-term working memory difficulties	Purchase and use of relevant equipment as identified through need and assessment. Relevant training provided for staff and children involved	Enables children to access the curriculum – inclusivity. Good progress (4+ tracking points) made by these children	Ongoing as pupils identified	
Ensure pupils with learning disabilities: <ul style="list-style-type: none"> • Physical needs • Fine/Gross motor needs • Working memory needs Have appropriate/alternative methods of recording	<ul style="list-style-type: none"> • Complete full ICT audit • Request educational assessment for identified pupils • Purchase of Dictaphones and Dragondictate 	Assessments undertaken and advice executed and resources put in place. Dragondictate installed on computers and IPADS. Staff training provided and program used effectively by children.	Ongoing as pupils identified Easter 2016	
Provide pupils with learning disabilities: <ul style="list-style-type: none"> • Physical Needs • Vision impaired • SPLD • ASD Access to listening books to support/promote reading and a love of language.	Identify children with relevant needs. Liaise with parents Register with Listening Books charity.	Children with learning disabilities have appropriate access to literature in school and at home.	Easter 2016	