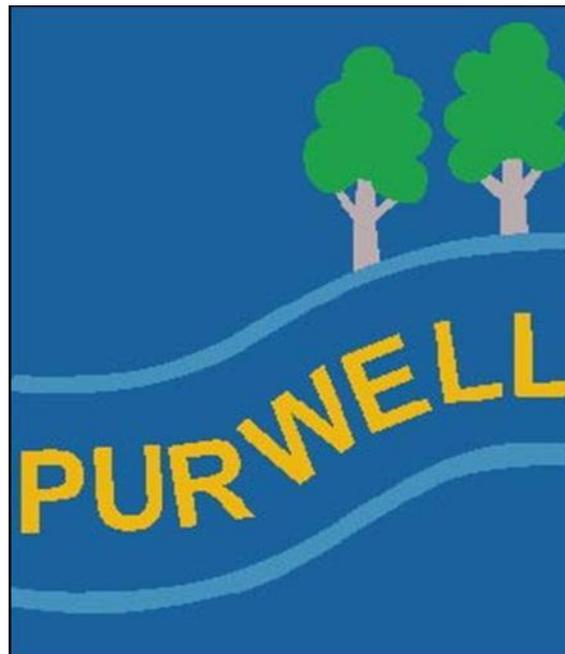


# Purwell Primary School



## Accessibility Plan

**2017**

Approved by the Governing Body, for immediate implementation, 18<sup>th</sup> July 2017.

For review – July 2020

1.1 Here, at Purwell Primary School, we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by, or under, this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

1.2 With this in mind, this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school.

1.3 We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability; expanding the curriculum, as necessary, to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

## 2. Equality & Inclusion

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Accessibility plan and equality policies to be on the school's annual review cycle for Governors' meetings.	Clerk to the Governors to add items to agenda in relation to cycle of renewal.	Adherence to current legislation.	Annually.	July 2017: reviewed.
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents, as required.	Whole school community aware of issues relating to Access.	Discussions to be held, as required.  Training to be on-going.	July 2017: staff meetings held.
Opportunities for recorded evidence of how staff provide access in all areas to all pupils.	Review Inclusion Policy with staff and governors.	Policies reflect adherence to current legislation.	Annually.	July 2017: in appendices of the safety and support plans (SSPs) for individual children.
To ensure that all policies consider the implications of disability access.	Consider during the review of policies.	Policies reflect current legislation.	On-going.	July 2017: where applicable.
Required staff to be epipen trained.	First aid training available to staff. Epipens kept in office, in clearly labelled cupboard.	Staff will be able to administer if need arises.	Training refreshed every three years or as necessary.	July 2017: Autumn Term 2017.

### 3. Improving access to the physical environment of the school

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Ensure that all areas of school building and grounds are accessible for all children and adults, and to continue to improve the access of the physical environment for all.	SEN staff to audit accessibility of school buildings and grounds. Resources Committee (Premises) to check accessibility and then produce an Action Plan based on the findings.	Any modifications needed to facilitate ease of access for all will be made to the school building and grounds.	Short Term - Accessibility Audit to be completed.  Medium Term - Action Plan drawn up.  Long Term - To be reviewed.	July 2017: no issue arising.
Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	Long Term - Until any new construction begins.	July 2107: no issue arising.
Improve signage and external access for visually impaired people.	Strip to mark step edges.	All steps will be marked.	On-going.	July 2017: No issue arising.
Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for pupils with extra needs.	All pupils will be safely evacuated.	On-going/ as required.	July 2017: No issue arising.
Ensure hearing equipment in classrooms to support hearing impaired.	Seek support from LA hearing impaired unit on the appropriate equipment.	School can provide for all areas of need.	On-going/ as required.	July 2017: No issue arising

#### 4. Increase access for disabled pupils to the school curriculum

Targets	Strategies	Outcome	Timeframe	Goals Achieved
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff, as required. Work sampling/ lesson observations will ensure that staff members are confident with differentiation.	Staff members are able to enable all children access to the curriculum.	On-going.	July 2017: staff meetings held- ASD/ HPBSS/ SaLT surgeries offered to staff TAs have accessed intervention training. Staff meetings & pupil progress, do book looks.
To ensure that all children are able to access all out-of-school activities eg clubs, residential, trips etc.	Review out-of-school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation, to ensure that the needs of all children are met.	On-going.	July 2017: Yes.
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed eg headphones, writing slopes, computer equipment, etc	Children will develop independent learning skills.	Reviewed termly by SENCo.	July 2017: Yes- wobble cushions, CIP resources, timers, safe spaces, pen grips etc.
Ensure all staff are aware of disabled children's curriculum access.	Set up a system of individual access plans for disabled pupils, when required.  Information sharing with all agencies involved with the child.	Staff are able to enable all children to access the curriculum.	On-going - termly SENCo / School Family Worker.	July 2017: HPBSS staff meeting summer term.
Use computing software to support learning.	Make sure software is installed where needed.	Wider use of SEN resources in classrooms.	On-going.	July 2017: Yes- often in plans and professional's targets/ advice.
Review PE curriculum to ensure PE accessible to all.	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	All to have access to PE and be able to excel.	On-going. Sports Coach to review termly.	July 2017: no issues.

## 5. Improving delivery of written information to disabled pupils

Targets	Strategies	Outcome	Timeframe	Goals Achieved
To ensure that all parents and other members of the community can access information.	Written information will be provided in other formats, as necessary.	All parents and members of the community can access information.	On-going/ as required.	July 2017: newsletters/ individual letters/ phone calls/ meeting time/twitter/ website etc.
To ensure that parents who are disabled are able to access parents' evenings.	Staff to send information home or by phone if requested.	All parents are informed of children's progress.	On-going.	July 2017: Lift in place down to hall.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils with a visual impairment.  Provide relevant equipment to enlarge texts.	All children have access to the curriculum and are able to participate in class.	On-going/ as required.	July 2017: no issues arising.
Ensure all staff members are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information.	Staff have a dyslexic friendly classroom.	Annually reviewed by SENCo.	July 2017: Staff meetings held; dyslexia friendly classroom audit; teachers involved in any referral processes
Review information to be as accessible as possible.	Develop child friendly IEP review formats.  Involve children and parents in IEP targets.	Staff more aware of pupils' preferred method of communications.	Termly.	July 2017: Child friendly learning plans in place. Ongoing- look to have further input by children.
Provide information in other languages for pupils, or prospective pupils, who may have difficulty with hearing, or language problems.	Access to translators and sign language interpreters to be considered and offered if possible.	Pupils and/or parents feel supported and included.	On-going/ as required.	July 2017: Mrs Clabburn used for parent in Y4.

Resources that may be needed will be identified at the time of need, so that they do not become out of date and the best provision can be offered to the child.