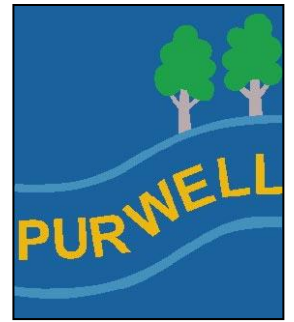


Purwell Primary School
Accessibility Plans 2014-2017



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.

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 and covers the period from April 2014 - March 2017.

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:

- Improved 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.

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Equality & Inclusion

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Accessibility plan and equality policies to be on the school's annual review cycle for Governor's meetings	Clerk to the Governor's to add items to agenda in relation to cycle of renewal.	Adherence to current legislation	Annually- accessibility Every 3 years- Equality policy, unless required	<ul style="list-style-type: none"> Equality policy reviewed by staff and Governing Body Oct 2103 Accessibility reviewed GB Oct 2014
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.	<ul style="list-style-type: none"> School Offer (New CoP) staff meeting/ coffee morning SM on equality when we review policies (2013) All staff signed safeguarding file (Oct 2014) Communication Disorders Team member spoke to staff (inc TAs) and held two parent coffee mornings S,E&MH staff meeting to be held 24/11/14
Opportunities for recorded evidence of how staff provides access in all areas to all pupils.	Review Inclusion policy with staff and governors. Policy to be re-written in line with New CoP	Policies reflect adherence to current legislation.	Annually	
To ensure that all policies consider the implications of disability access	Consider during the review of policies	Policies reflect current legislation	On-going: policies to be reviewed in cycle	
Required staff to be epipen trained	First aid training available to staff Epipens kept in office in clearly labelled drawers	Staff will be able to administer if need arises	Training refreshed every three years or as necessary	<ul style="list-style-type: none"> First Aid training for staff June 2013

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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 and then Mouchel to be contacted Resources Committee (Premises) to check feasibility and then produce an Action Plan based on the findings.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	Short Term Accessibility Audit to be completed Medium Term Action Plan drawn up Long Term To be reviewed	
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.	<ul style="list-style-type: none"> • New builds have to be accessible to all
Improve signage and external access for visually impaired people	Strip to mark step edges	All steps will be marked	On going	<ul style="list-style-type: none"> • Steps around grounds and building have had stripes put on them • Pot holes on KS1 playground resurfaced • SENCo knows a contact should we need resources
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	<ul style="list-style-type: none"> • No pupil currently with need • R.A.M.P in place for 2 chn
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	<ul style="list-style-type: none"> • No pupil with current need

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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 TAs/staff as required. Work sampling/ lesson observations will ensure that staff are confident with differentiation	Staff are able to enable all children access to the curriculum	On-going	<ul style="list-style-type: none"> • Pupil progress meetings (termly) • Transition meetings (July 2014) • On-going LSA liaison with staff • CIP used Y3 (2012/2013) • Phonics training and evening for parents • ELKLAN trained TA (2014) • New SEN room (Sept 2014)
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	<ul style="list-style-type: none"> • Kingswood residential • Some priority for SEN made available for clubs through TAF meetings etc • Contacting parents to see if pupils can join
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	<ul style="list-style-type: none"> • As needs arise • Chn have access to pencil grips/ triangular pens 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 child	Staff are able to enable all children to access the curriculum	On-going- termly SENCo/ School Family Worker	<ul style="list-style-type: none"> • Differentiated planning • Pupil progress meetings/ coaching sessions looking at pupil progress • Interventions in place where nec. • E-CAF in place for one

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				family
Use computing software to support learning	Make sure software installed where needed	Wider use of SEN resources in classrooms	On-going	<ul style="list-style-type: none"> • Clicker • CIP • I-pad apps
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	<ul style="list-style-type: none"> • Two adults for PE (one being a sports coach-summer 2014) • Opportunities for wheelchair basketball Autumn 2013 • Blindfold games- OAA

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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 SEN info area to be set up outside KS1	All parents and members of the community can access information	On-going/ as required	<ul style="list-style-type: none"> • Newsletters • Letters home • Parent consultations • Curriculum overviews • Website • Holiday activity lists given in link windows • Purwell TV • Info rack in office • Informal liaison via staff
To ensure that parents who are disabled are able to access parent's evenings	Staff to send information home or by phone if requested	All parent's are informed of children's progress	On-going	<ul style="list-style-type: none"> • Occur twice a year 5/11/14 & 6/11/14 done • Open evening- summer 2014 • Open door policy
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 Put a statement on newsletter about different format	All children have access to the curriculum and be able to participate in class	On-going/ as required	
Ensure all staff 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	<ul style="list-style-type: none"> • All staff have had audits and drop-ins due before Dec 2014 •
Review information to be as accessible as possible	Develop child friendly IEP review formats Involve children and parents	Staff more aware of pupils preferred method of communications	Termly	<ul style="list-style-type: none"> • 2013/2014 all collated in by LSA

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	in IEP targets			
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	Pupils and/or parents feel supported and included	On-going/ as required	<ul style="list-style-type: none">• Not currently required

Resources that may be needed will be sort at time of need, so that they don't become out of date and the best provision can be sort for the child.