



Staverton CE Primary School

Accessibility Plan 2017-20 **(to be read in conjunction with the school's Equalities Information)**

Introduction:

The SEN and Disability Act 2001, extended the Disability Discrimination Act 1995, (DDA) and was further enhanced and modified by the Equality Act 2010 to cover education. These acts were introduced with the aim of ensuring that all disabled people have an opportunity to participate equally in society. Under the Equality Act, Disability is a specific, 'Protected Characteristic'.

Responsibilities for the school under these acts with respect to disability are largely as follows:

- 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.

As well as our pupils and staff we must make sure that other people who visit or use Staverton CE Primary School can use our facilities with ease. We want to provide an accessible and comfortable place for everyone who uses it.

This Plan sets out the school's proposals to increase access to education for disabled pupils in three areas and is valid for the period April 2017-April 2020:

- 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 services;
- To improve the delivery of information to disabled pupils.

Current Arrangements:

Staverton CE Primary School's Accessibility Policy encourages people to discuss with us disability considerations with respect to their child or themselves, so that individual plans can be put in place. This will ensure that they can be given the most effective opportunity and access. However, it remains our policy to have due regard to accessibility for all with respect to any decisions made affecting accessibility and the policies therein.

Staverton CE Primary School's Accessibility Policy

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their 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.

Staverton School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

The Physical Environment:



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Further 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.

- The physical access to Staverton CE Primary School has improved considerably over the past few years. The current premises design and layout has full regard for accessibility and includes ramped entrances/exits, wide wheel chair friendly classrooms, passages and doorways. The school also incorporates two accessible toilets and certain classrooms now have large patio style doors giving full access to the outdoor areas that are at a similar level.
- The playground is also fully accessible with no restrictions as these are level with the main school building.
- Evacuation Procedures: Staverton CE Primary School's fire and evacuation policy lays down basic procedures for the safe efficient evacuation of the school buildings. These procedures could be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and could be set out in the individual plan for the pupil. The current evacuation assembly point is the school playground. Evacuation is via the nearest external door.

Curriculum Access – Teaching and Learning:

Further 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 able-bodied pupils; (if a school fails to do this they are in breach of the DDA). 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.

- At Staverton CE Primary School we will do everything in our power to support pupils with a range of disabilities including, sight and hearing, physical disability as well as learning difficulties of varying degrees. Decisions are to be taken on an individual basis with due regard for a child's needs.
- Our teachers understand that pupils have different ways of learning and adapt their lessons to the different groups within their class.
- At Staverton CE Primary School arrangements for play, recreation and other aspects of a child's social development are incorporated into the child's individual education plan. The suitability and adaptation of any event / experience, and the need for additional support, is discussed fully with the parents in advance.

Access to Written Information:

Further 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.

- We currently have a varied methodology for communicating with parents, carers and pupils, these include:
 - Repeating the information whilst speaking at parent attended assemblies and parents evenings;
 - Letters / emails we send home about specific events and projects;
 - Newsletters by email or pupil post;
 - Information posted on our Web site and Social Media accounts;



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- Phoning parents when we know that they cannot read the information we send home.

Accessibility Action Plan:

Below is an Action Plan relating to these key aspects of accessibility. The school will work in partnership with PDET in developing and implementing this plan. The Plan will be monitored through the governors' Curriculum, Safeguarding and Standards Committee and the Finance, Personnel and Premises Committee. The plan will be reviewed and adjusted on an annual basis by the Local Governing Body. New Plans will be drawn up every three years.

With regards to the part of the Action Plan for physical accessibility, it may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

During the natural review of policies, the school will consider and include measures to address disability access to ensure policies are fully inclusive of issues related to disability and reflect current legislation. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

This Accessibility Plan shall be published on the school website.



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Accessibility Access Plan

	Action	How	Who	Date	Success Criteria	Cost
Further improve the Physical Access	Provide Disabled Parking Bay	Investigate where most feasible positioning.	FPP		Disabled Parking Bay accessible in car park.	
	Assess access (with temporary ramp) from Class 1 to playground and adapt to further improve as necessary.	Check DDA compliance of temporary ramp to Class 1 from playground. Provide alternative if necessary.	FPP	September 2018	Temporary Ramp is DDA compliant. Alternative put in place if necessary.	
	Wheelchair access to Challenge Area from Class 1 and 2 (additional to present access and fire exits).	Refurbishment of existing doors.	FPP	2019-20	Wheelchair access enabled through all access points to Challenge Area.	
	Improve working environment for pupils with visual impairments (in addition to recent lighting improvements).	Improve signage when and where possible.		When areas need refurb.	Accessible signage available	£500
	Check DDA compliant Fire Alarm	Refurbishment of existing system Invite tenders	FPP	2019-20	All users can be alerted by alarm system.	£4000?
Further increase access to the curriculum	To increase signing knowledge of the whole school community.	Signing training (Signalong) to be accessed by 2 staff per year. Continue 2 x Signing Club on a weekly basis for all children. Annual signing overview update for all staff. 'Sign of the week' put in parent display board.	HT and staff	Ongoing	Increased access to the curriculum for any pupil who is non-verbal.	£600
	School Improvement Planning focused on quality first teach and quality interventions to ensure accelerated progress for targeted children in reading, writing and Maths.	The actions and timing for this Curriculum Access item is tracked in the School Improvement Plan and through pupil progress meetings.			Progress across the curriculum of disadvantaged pupils, disabled pupils and those with SEN currently on roll continues to match or is improving towards that of other pupils with the same starting points.	
Further improve written info.	Improve availability of written material in alternative forms where required	School further develops awareness of local and County services for converting written information into alternative formats.	SENCO	On-going as required	School able to deliver information to all pupils and parents with disabilities	



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