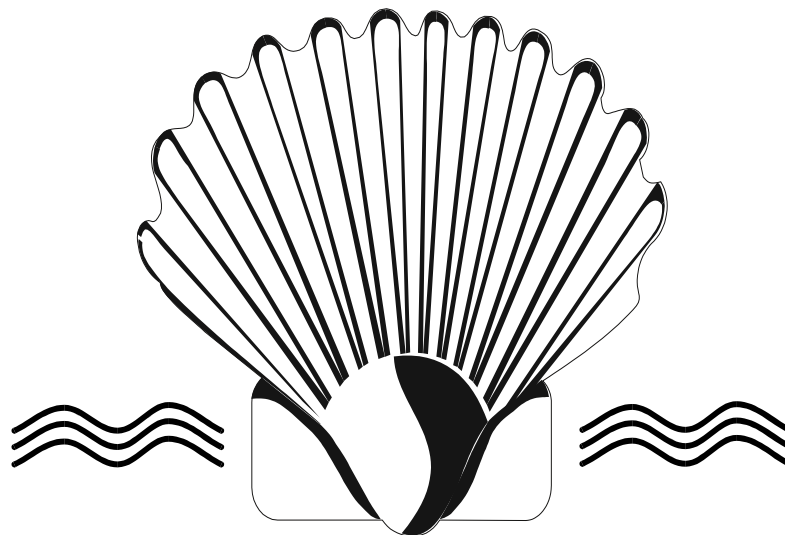


**DEEPING ST JAMES  
COMMUNITY PRIMARY SCHOOL**



**Deeping St James Community Primary School**

**ACCESSIBILITY PLAN & POLICY**

**2016 - 2020**

## **The Purpose and direction of the school's plan: Vision and values**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Deeping St James Community Primary School has high expectations for all pupils and a commitment to pupils' full participation in school activities. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum 2014 Inclusion statement. The school is committed to providing an 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. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

In planning and teaching the Early Years Foundation Stage Framework and the National Curriculum, teachers ensure that they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning, participation and assessment for all pupils.

**Linked Policies:** School Development Plan, SEND Policy, Equal Opportunities Policy, Admissions Policy, Curriculum Policy & Medical Needs Policy

### **Specific duties**

Schools have a duty to make **reasonable adjustments** for pupils with a disability. The DfE guidance states that this duty can be summarised as follows:

*When a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage. Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.*

### **Reasonable adjustments**

Factors a school may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will play a major part in determining what is reasonable. The guidance states that many pupils with a disability will have an SEN statement/EHC plan and auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have a statement/EHC Plan (or this doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing SEN provisions which are part of education legislation, under which Local Authorities have a duty. In addition to the duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally.

### **Current Situation**

The school has access to the main entrance, the KS1 area and the KS2 area via ramps. The door to the main entrance is automatically opened using sensors, and an exit pad is available from the inside to get out of the building. There are disabled toilet facilities available and accessible. The interior of the building is fully accessible and a lift in the KS2 corridor allows access to the first floor.

Pathways of travel around the school site and parking arrangements are safe. Parking on site is at the back of the school in a designated car park where children do not access. Emergency vehicular access is available at the front of the school through a double gate. School gates are closed during the school day to prevent vehicles entering the site.

There is also a buzzer system on the main gate with video link to the school office to monitor movements both on and off the school site.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is at the front of the school; at the far side of the front playground; facing Hereward Way. We will review the provision of a visual alarm should the need arise.

We have a great deal of space in the school for quiet work and small group work, especially on the first floor. The library, SEN room, music room and corridor areas are also available through the day. We also have a designated First Aid room.

Furniture and equipment are selected as standard and age related as appropriate.

All pupils are encouraged to take part in the full curriculum.

School visits, including residential visits, are made as accessible to all children as possible irrespective of attainment or impairment.

Teachers and Teaching Assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' personalised targets and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

Access to information in the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources.

We work alongside the county specialists when appropriate in order to ensure that children with English as an additional language are provided with individual / small group teaching to develop their language skills and increase access to the curriculum.

We have a clear policy on the administration of medicines with staff trained to administer epi-pens. There is information in both key stages regarding children with specific medical problems, including pictures for identification purposes.

Epi-pens, inhalers and insulin are always taken on visits out of school, along with any other consented medication. Staff trained in the use of first aid, always accompany trips.

**Ongoing Commitments to accessibility:**

- Any new building will be constructed to be fully accessible to the disabled.
- All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the need of such pupils in a better way than the existing equipment it replaces.
- Faulty lighting will be replaced within 24 hours wherever possible.
- When transport for trips is not suitable for a pupil or adult, alternatives will be investigated.
- No pupil will be prohibited from participating in a trip, enrichment or extra-curricular activity due to their needs.
- On school trips risk assessments will make specific reference to any pupils with a medical condition, disability or Statement/EHC of SEN.

**Management, Co-ordination and Implementation**

- School staff, through staff meetings and identification of staff training needs, to be aware of the DDA and how the disability duties apply to schools.
- The Governing Body will have overall responsibility for the plan and will set priorities related to their responsibilities for the plan, including direction, vision, monitoring, review and annual evaluation.
- The Access Plan, whilst remaining a separate plan, will be embedded within the School Development Plan.
- The Access plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights legislation.

Hard copies of the school's Access Plan will be available via the school office.  
According to the recommendation of Disability Rights Commission, font size should be no less than 14 point.

### THE THREE STRANDS OF INCREASING ACCESS

There are three strands in increasing access for disabled/special needs pupils.

❖ Increased access to the curriculum for pupils.

❖ Improvement to the physical environment of schools to increase access to all aspects of education and associated services.

❖ Future improvement in information provision

### **INCREASING ACCESS TO THE CURRICULUM**

This might include:-

- Changes in teaching and learning arrangements
- Classroom organisation
- The deployment of learning support
- Staff Information
- Staff Training
- Grouping arrangements
- Peer Support

### **IMPROVEMENTS TO THE PHYSICAL ENVIRONMENT**

This may include:-

- Lighting
- Signing

- Improvements to the acoustic environment
- Floor coverings
- Toilets and washing facilities
- Furniture
- Layout of the playground
- Adaptable workbenches
- Steps
- Parking areas
- Entrance / Exits (Including internal & external doors)
- Décor
- Exterior Surfaces

## **FUTURE IMPROVEMENT IN INFORMATION PROVISION**

This may include:-

- Handouts
- Text books
- Information about school events
- Homework
- Accessibility of school website

It might include making information available;

- In Braille
- In large print
- On audio-tape
- Through sign language
- Using a symbol system





## Deeping St James Community Primary School Access Plan

❖ Increased access to the curriculum for disabled/special need pupils.

TARGETS	STRATEGIES	SUCCESS CRITERIA	TIMEFRAME
To ensure that lessons provide opportunities for all pupils to achieve	<p>Children to be given verbal and written targets within class with clear Learning Intentions from Year 1 to Year 6.</p> <p>Children to be taught in ability or fluid ability groupings.</p> <p>Children to work in a range of ways – individuals, pairs, groups and whole class.</p> <p>Developing positive learning behaviours in all subjects and throughout all subjects.</p>	<p>Resources are targeted efficiently.</p> <p>Children achieve, and want to achieve, the best that they can.</p> <p>Lesson observations showing enthusiastic and well-motivated children exhibiting great behaviours for learning.</p> <p>Children are equipped to tackle any new or challenging situations within their education and growing up.</p>	Ongoing throughout the life of the plan.

To ensure that all children take part in PE lessons and children in Years 1-6 achieve a good level of competence in the water through swimming lessons.	Identify children who have disabilities in any form which would prevent them from taking part in PE lessons. Work out a plan for each child to ensure that they are able to undertake PE to the full extent of their capacities.	All children take part in PE lessons  The majority of children are able to swim 25m by the end of Key Stage 2.	Ongoing throughout the life of the plan.
School behaviour policy ensures that the needs of all individuals are met to the best of the schools ability	Continued development of a range of inclusion strategies involving multi-agency approaches, and use of 1:1 Teaching Assistants.  Children's records to be updated and monitored on a regular basis	Few or no fix term or permanent exclusions. Sufficient strategies in place to make exclusion the very last resort.	Ongoing throughout the life of the plan.
All children to be able to take part in school visits whatever their disability or impairment.	Thorough risk assessments carried out for all visits. Extra support staff to be used when necessary to ensure all children can go on school visits	All children will participate in class / school visits	Ongoing throughout the life of the plan.

❖ Improvement to the physical environment of schools to increase access to all aspects of education and associated services.

Refurbishment of school buildings to ensure a more pleasant and more suitable working space.	To develop the first floor to include a resource/SEND room and a new location for the JD's before and after school club.	Better environment for children to work in both in, and after, school.	Ongoing throughout the life of the plan and by Easter 2016.
To develop the outside space in the school grounds to maximise it's potential.	To enhance the outside area to be a learning area with learning zones and exciting opportunities for play.	Children who learn in different ways and in different environments are catered for and provision is accessible to all.	Summer 2017

To increase security and ease of access for staff members.	To replace old entry door system with fob system.	Secure building and enhanced safeguarding of children.	November 2016
Review emergency and evacuation procedures for all times of the school day.	Ensure that all staff, including midday supervisors, are clear about emergency evacuations and about their responsibilities regarding this.	Speedier and clearer procedures.	By Dec 2016

#### ❖ Future improvements in information provision.

Improve availability of information for visually and hearing impaired parents, staff, pupils and governors	Headteacher to liaise with organisations / authorities to provide information in appropriate formats as and when needed	The School provides written information in alternative formats when required.	When required
To ensure staff are aware of difficulties faced by children with certain conditions	Provide training when required.	Staff are confident in dealing with children with particular conditions so that the children achieve to their potential	When required

<p>To monitor the need for adapted presentation of information for visually and hearing impaired parents, staff and pupils – including visual fire alarm signs for hearing impaired</p>	<p>Headteacher to ensure that all new signs are set at an appropriate height for all users with Braille as required.</p> <p>Headteacher and Governing Body to liaise with the Fire Services to make arrangements as and when required to provide fire alarm signs.</p>	<p>Visually and hearing impaired parents, staff and pupils feel provided for, safe and welcomed in the school</p>	<p>As and when required</p>
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