

Clipston Primary School
Accessibility Policy and Plan
2016 - 2019



Accessibility Policy and Plan

To be adopted by the Full Governing Body: 22nd March 2016

Proposed Review: Interim March 2017: Full Review March 2019

Signed

Mr Graham Leah - Chair of Governors

AIMS OF THE SCHOOL

Clipston Endowed VC Primary School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence, a deep sense of self-worth, and an understanding and deeper appreciation of our Christian heritage. To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual development and the ability to grow and flourish as human beings.
- c) Support children in building relationships which reflect Christian values.
- d) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- e) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- f) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- g) Ensure equal opportunities for all.
- h) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- i) Develop a sense of pride in belonging to Clipston Endowed VC Primary School.

To achieve these aims staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

Principles

In performing their duties, governors and staff will:

- Not treat disabled students less favourably for a reason related to their disability;
- Make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- Plan to increase access to education for disabled students.

Definition of Disability

Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities".

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified. These action Plans will be reviewed annually as part of the ongoing budget planning cycle.

Key Objective

At Clipston Endowed VC Primary School we endeavour to make reasonable adjustments to reduce and eliminate barriers that impair access to the curriculum, thus enabling everyone to participate in the life of the school community, including pupils, staff and visitors with a disability.

Our Aims

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, staff, parents and visitors in an appropriate format.

Audit of current practice and provision.

A ramp is in place to access the double mobile.
The school has a disabled toilet that is sufficiently large enough to accommodate a wheelchair and toileting chairs / steps.
The school no longer has a designated SEN/D room as this has had to become a classroom temporarily while the mobile classroom roof is repaired. By September 2016 we hope to have reinstated a designated SEND room that creates a learning environment that supports the effective delivery of specific training and provision e.g. Speech and Language Therapy and Physio / OT Programmes as well as providing a quiet area to support the needs of pupils requiring a "nurture type" environment.
All pupils' progress is monitored 3 times per year and more frequently for some SEND pupils. I-Track is in place to support this monitoring. Regular information is

shared with Governors about the progress and attainment of SEND (and PP) pupils.
The Northamptonshire PSHEE syllabus is taught throughout the school with discrete lessons in KS2. The syllabus includes Disability Equality issues
Electronic Whiteboards and visualisers are in place in all classrooms, supporting the learning of ASD, VI and HI pupils and those with moderate learning difficulties. I-pads are also available in all classrooms.
The school has introduced cursive script handwriting to support the development of effective writing skills.
The SENDCo / Inclusion Manager attends regular Inclusion Network meetings x3 per year to keep abreast of current issues.
Pupils with visual dyslexia are provided with coloured overlays as required.
Assemblies and presentations have been improved in the hall with the provision of a projector and screen to support VI and HI pupils and kinaesthetic learners.
Specific schemes e.g. Maths / Phonics supports multisensory learning with appropriate resources e.g. magnetic letters and Numicon.
Fire exits from the upper floor have hand rails and high-visibility paint on each step.

Action Plan

Increasing the extent to which disabled pupils can participate in the school curriculum		
Action	Resources	Timescale
Ensure that staff have specific training on disability issues in order to be best placed to support pupils in their class.	Training / CPD budget	Prioritise as funds allow and needs arise
Teachers-to-be of Disabled/ ASD children to undertake transition / IEP Review meetings in readiness for new academic year.	Supply budget	Summer 2016

Day trips, visits and school run activities to be accessible to all, unless it would be medically inadvisable.	Risk Assessment training – CDP / Training budget / Reasonable adjustments to curriculum budgets	Ongoing
Provide a range of Dyslexia friendly books in the school library.	Curriculum budget	From April 2016 -ongoing

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.		
Action	Resources	Timescale
Provide ramp access to the single mobile	Capital budget	As funds allow
Improve access for pupils, staff and visitors with disabilities to access the main entrance by providing “push-button” door opening to the main and lobby doors	Capital budget	As funds allow
Improve access to all areas of the school both ingress, egress and through internal doorways by ensuring that floor surfaces are flush or have ramps and that doorways are sufficiently wide enough to accommodate a wheelchair.	Capital budget	As funds allow
Improve Main entrance facilities: Lower window, provide low counter or table to max height of 800mm, lower exit button.	Capital budget	As funds allow
Improve access to key fob entry points by lowering these points to allow wheelchair access	R&M budget	As funds allow
The school is a listed (Grade 2) building and as such there is limited ability to provide lift access to the upper floor.	The school will endeavour to make reasonable adjustments to ensure that facilities provided on the second floor are moved downstairs to accommodate pupils using wheelchairs, as far as is practical.	As required
Improving the delivery of information to disabled pupils, staff, parents and visitors in an appropriate format.		
Action	Resources	Timescale

Consider providing non-white paper for pupils with visual dyslexia.	Curriculum Budget	As funds allow
Have systems in place e.g. through the LA, to make available information when requested, in alternative versions e.g. Braille, large print, audio, simplified language.	Office Admin budget	As required
Improve Hall facilities e.g. with an induction loop for HI pupils and other stakeholders	Capital budget / Curriculum costs	As funds allow
Ensure that the school website has a facility to alter the background contrast to support those with VI	Time and advice from Admin / Curriculum Budget	To ask website provider at the next review (Autumn 2016)

This plan in paper form will be made available on request and will be accessible via the school website.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the relevant sub-committee.

We will endeavour to make every reasonable adjustment to ensure everyone can access all that Clipston Endowed VC Primary School has to offer.