

Accessibility Plan

LEYBOURNE Ss PETER & PAUL CE (VA) PRIMARY SCHOOL



February 2016
Review date: February 2019

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

We are 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.

Leybourne Ss Peter and Paul Church of England Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 Disability Discrimination Act. 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 and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

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. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.

The Plan will be monitored through the Learning and Development/ Strategy Committee of the Governing Body.

The Plan will be monitored by Ofsted as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Contextual Information

The school is a one storey building which has disabled facilities and toilets. Wheelchair access is available into the main building, the ICT Suite building and into the mobile classroom block. There is currently no disabled parking on site. All areas of the school grounds are accessible to wheelchair users, although the area near the school pond may give restricted access unless accompanied by an adult. At present we have no wheelchair dependent pupils or parents, although we do have some pupils and parents with mobility impairments.

The Current Range of Disabilities within Leybourne Ss Peter and Paul Primary School

The school has children with a range of disabilities which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts a range of professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

We have competent First Aiders who hold a range of current First Aid certificates, including the Paediatric First Aid Certificate. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded, according to our Supporting Pupils with Medical Needs Policy.

Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for pupils with social interaction difficulties; school trips for pupils with medical needs. There are no parts of the school buildings to which disabled pupils have limited or no access.

Curriculum

There are areas of the curriculum to which disabled pupils may have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Other issues may affect the participation of disabled pupils, for example, bullying, peer relationships, the provision of personal care, the presence or lack of role models or images of disabled people.

Information

Different forms of communication are made available to disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Action Plan (to cover the period 2015-2018).

| Equality and Inclusion | | | | |
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| Target | Strategy | Timescale | Responsibility | Outcome |
| To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings. | Clerk to Governors to add to list for FGB meetings. | Spring Term 2016, then Annually. | Daniel Rome | Adherence to legislation. |
| To improve staff awareness of disability issues. | Review staff training needs. Provide training for all members of the school community as appropriate. | Summer Term 2016 | Caroline Mills | School community aware of disability issues. All staff are able to enable all children to access the curriculum. Community will benefit by being a more inclusive school and social environment. |
| To ensure that all policies consider the implications of disability access. | Consider during review of policies. | On-going | Tina Holditch | Policies reflect current Legislation. |
| Physical Environment | | | | |
| Target | Strategy | Timescale | Responsibility | Outcome |
| To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. | Audit of accessibility of school buildings and grounds by SLT and Health and Safety Governor. | Suggest actions and Implement as budget allows. | Tina Holditch, Georgia Richards | Modifications will be made to the school Buildings and grounds to improve access as appropriate. |
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| Curriculum | | | | |
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| To ensure that all children are able to access all out - of – school activities. E.g. clubs, trips, residential etc. | Review out-of-school provision to ensure compliance with legislation | Audit in Autumn 2016, on going as new activities are added. | Tina Holditch | All providers of out-of-school education will comply with legislation. The needs of all children are met. |
| Assess the needs of pupils in each class and provide equipment as needed e.g. headphones, writing slopes etc. | Children will develop independent learning skills. | Ongoing | Caroline Mills, Class Teachers | All pupils are able to access the curriculum as a result of appropriate resourcing and access arrangements. |
| Written/Other Information | | | | |
| Target | Strategy | Timescale | Responsibility | Outcome |
| To ensure that all parents and other members of the school community can access information. | Written information will be provided in alternative formats as necessary. The school will make itself aware of the services available for converting written information into alternative formats. | Spring Term 2017 | Julie Hardy | Written information will be provided in alternative formats as necessary when requested for individual purposes . |