



Sheepscombe Primary School



Accessibility plan

This policy was adopted at a meeting of:	SOC
Held on:	09/11/2017
Date to be reviewed	Nov 2019
Signed on behalf of the Governors:	<i>S Johnson</i>
Name of signatory:	Seth Johnson
Signed by Head teacher	<i>H Pilkington</i>
Name of Head Teacher	Heather Pilkington



Sheepscombe Primary School fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

This policy applies to all staff and volunteers within the school.

Designated Safeguarding Lead (DSL) – Heather Pilkington (Headteacher)

Deputy DSL – Tracey Lane

Safeguarding Governor – Lynsey Willis

Gloucestershire Safeguarding Children Board (GSCB) procedures (www.gscb.org.uk)

This policy should be read in conjunction with:

Safeguarding

Equal Opportunities

Accessibility Plan

Position Statement

Sheepscombe Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity. The school promotes a positive inclusion policy and the backgrounds and the ability of our children reflect this. In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002

The definition of disability is

"A person suffers 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."



Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise our duty under the **Equality Act (2010)** and the **School Admission Code (2012)** not only to offer a place to all pupils but also to ensure that Sheepscombe School works with the Local Authority to:

- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- increase the extent to which disabled pupils can participate in the curriculum; and
- improve the availability of accessible information to disabled pupils.

Both we, the school governors, and the Local Authority have the duty to publish Accessibility Strategies and Plans. Ours is covered in this document.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

SITE – Sheepscombe Primary School has very difficult access. Its hillside position along a narrow lane is extremely restricting. Both access points involve either steep steps or a long, narrow, uneven, steep footpath. Wheelchair access is therefore extremely difficult. Both access points are a designated footpath. It is unlikely that the normal school's budget will be able to fund a large project to improve access. In case of this access being required by a pupil we would approach the Local Authority for funding.

PLAYGROUND - The playground is sloping and has two small play areas to one side: a sensory garden and small adventure play area. There would be great difficulty in negotiating certain areas with disability aids.

PLAY AREAS – orchard and playground. Children have access via three steps to a leased orchard. The ground is extremely uneven but access is not impossible.

CLASSROOMS – Class 1 and Little Lambs may be accessed from the rear via a path of stepping stones. There are no steps to negotiate along this route, apart from the lintel to get into the building itself. Class 2 has a small threshold, easily negotiable.



TOILETS – Class 1 and Little Lambs share toilets, wheelchair access would have to be through Little Lambs. Class 2 toilets are restricted by a storage heater. For wheelchair access this is likely to require moving.

PHYSICAL AIDS – Advice will be sought on appropriate physical aids for pupils with disabilities. In the past we have accommodated children with severe visual impairment providing large cursors on monitors, Perspex lecterns for bringing work closer to the child and magnification lamps. We currently have a device for amplifying the teacher's voice, used in Class 2 for children with hearing impairments.

We believe that the most important aid for a disabled pupil is the staff, who provide for the child's needs. The school prioritises small class sizes with generous support assistant time in all classes.

2. 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 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

Sheepscombe Primary School is recognised as providing a good standard of education. We offer a broad and balanced thematic curriculum; extend and challenge all children, regardless of ability, and respond to pupils' individual needs. Professional training ensures that staff are up to date in their specialist fields and disseminate information through staff meetings.

All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils. Classrooms are organised to promote the participation and independence of all pupils

3. Improving the availability of accessible information to pupils with disabilities or other learning impediments

Where necessary a variety of formats will be used to inform children and parents with disabilities eg Braille, audio, large print. As far as possible, translation services will be used for parents who cannot communicate in English to enable them to access Home-School learning sessions.



Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour Policy
- Admissions policy/criteria
- School Development Plan
- Policy for school trips and excursions
- SEN policy
- Exclusions



Aims

Sheepscombe School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which do not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities, so far as is possible
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user-friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people
- representatives on the School Council



Actions to ensure equality for pupils with disabilities

1. We shall undertake a disability audit using the Governors' Strategic Operations Committee
2. As a result of the audit, we shall:
 - write an action plan which includes targets
 - make the policy and targets known to all teaching and ancillary staff, pupils and parents
 - monitor the success of the plan
 - the Plan will be reviewed annually by the Headteacher and the SOC
3. The Governing Body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).
4. The school will set up a working party to monitor and further develop good practice.



Monitoring

Sheepscombe School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. (Essentials are in **Bold** type)

We will monitor:

- Admissions**
- Attainment**
- Attendance**
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions**
- Response to teaching styles/subject
- SEN Register
- Effects of the teaching of English and Maths
- Extra-curricular activities
- Homework
- Number of pupils participating in residentials including those for the very able and gifted
- Selection & recruitment of staff**
- Governing body representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on FOSS, attendance at parents' evenings, in the classroom, school productions, Sports Day, fetes etc)
- School Council



Publications for Guidance

Accessible Schools: Planning to increase access to schools for disabled pupils	Issued to all schools in June 2002 (DfE Publications)
Schools Disability Code of Practice	Equality and Human Rights Commission (EHRC)
SEN Code of Practice	DfE
DfE Guidance on Inclusive Schooling	DfE
National Curriculum 2014 Inclusion Statement	DfE
DfE: Access for disabled people to school buildings (BB91)	The Stationery Office

Add others

Useful telephone numbers:

Equality and Human Rights Commission (Equality Advisory Support Service)	0808 800 0082
DfE Publications	0845 60 222 60
Ofsted Publications	0300 123 1231
Standards and Testing Agency	0300 303 3013 (Monday to Friday, 8am to 6pm)



Accessibility Plan 2017

Targets	Outcome	Timeframe	Goals Achieved
<p style="text-align: center;">Short Term</p> <ul style="list-style-type: none"> • Availability of written material in alternative formats. The school makes itself aware of the services available through its LA for converting written information into alternative formats. • All staff to have training in minimising risks of allergic reaction. At least 3 staff members to be trained in administering epipen if allergic reaction occurs. • 	<p>The school will be able to provide written information in different formats when requested for individual purposes. Review all current school publications and promote the availability in different formats when specifically requested Staff able to use an Epipen should they need to.</p>	<p>Ongoing</p> <p>October 2017</p>	
<p style="text-align: center;">Medium Term</p> <ul style="list-style-type: none"> • Physical accessibility of EYFS outdoor area to be improved. 	<p>The outdoor decking area will be more easily accessible by reducing the height of the steps and covering the surface to reduce slippiness.</p>	<p>January 2018</p>	
<p style="text-align: center;">Long Term</p> <p>Physical accessibility of school increased.</p>			



EQUALITY ACT: REVIEW PLAN

AIM	ACTION	RESPONSIBILITY	RESOURCE COST	MONITOR & SUCCESS
<ul style="list-style-type: none"> All staff to be aware that written material and resources can be made available in alternative formats. 	<ul style="list-style-type: none"> Contact LA for list of providers Catalogues requested where appropriate and when required. 	Mrs Powell Head teachers Governors Staff	None at present	<ul style="list-style-type: none"> Spring 2017 List included in the appendix and circulated to all staff
<ul style="list-style-type: none"> To be aware of services provided by LA or translation sites for converting written material into alternative formats. 	<ul style="list-style-type: none"> Contact ATS for support in this area and for a list of services List of recommended website translation services. 	Headteachers Mrs Powell Governors Staff	None at present	<ul style="list-style-type: none"> Spring 2017 List included in the appendix and circulated to all staff Delivery of information to any disabled pupils improved



<ul style="list-style-type: none"> • Include disability provision and issues in SDP and referred to in SOC meetings. 	<ul style="list-style-type: none"> • Outdoor area development included on the SDP. • English – review school library stock for appropriate material. • ICT – review resources for visually/hearing impaired. 	<p>All staff J Ringer T Cowling</p>	<p>English subject leader</p> <p>Not known at present</p>	<p>Spring 2017</p>
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