

# St. George's C of E Primary School Semington



*"I can do all things through Christ who strengthens me."*

## **Accessibility Plan**

**January 2017**

## **Introduction**

Schools, Academies and Local Authorities need to carry out accessibility planning for disabled pupils in accordance with the Equality Act 2010.

## **Legal Framework**

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stake holders with a disability. This Act brings together several different equality laws including the SEND disability Act 2001 and the Disability Discrimination Act 1995. The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools services for any stake holder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Equality Act defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’ (see definition below of normal day-to-day activities). Physical or mental impairment includes sensory impairments and also hidden impairments. In the Equality Act ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months. The definition is broad and includes children with a wide range of impairments, including learning difficulties, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (adhd), diabetes or epilepsy, where the effect of the impairment on the student’s ability to carry out normal day-to-day activities is adverse, substantial and long term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

This plan sets out the proposals of the governors to increase access to education for disabled pupils in the three areas required by the planning duties set out in the Disability Discrimination Act,

1. To increase the extent to which disabled pupils can participate in the school curriculum;
2. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with staff and governors of the school and covers the period January 2017-2019.

## **Access to buildings and classrooms**

In the main, all areas of the school are accessible by all children and their parents.

<b>Areas in our School</b>	<b>Features</b>
Main Building	All classrooms have flat entrances and exits. There is provision of 2 disabled toilets, one of which is a wet room. Corridors are wide enough for wheel chairs to be used. There is a disabled toilet. Corridors are wide enough for wheel chairs to be used
Hall	Entrances allow wheelchair access Fire exits in hall are flat and free from obstruction. Access to kitchen hatch is clear and suitable for wheelchairs
Playground	Available for all pupils, access is available without the need to use steps
School Parking and Main Entrance	A clearly marked disabled space is available in the school carpark. Access to the entrance is suitable to all. A ramp/slope with hand rails enables easy access to the school.

### **Evacuation Procedures**

The Fire and Emergency Evacuation process lays down the basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual's (as required). Such procedures will be discussed with the pupil and parents and will be set out in the Education Health Care Plan for the pupil.

### **Curriculum Access: Teaching, Learning and Assessment**

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

We have successfully supported pupils with a range of disabilities. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEND Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Education and health Care Plan (EHCP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's intervention methods.

- Input from specialist (external) teachers
- Adaptation of teaching materials

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning.

In conjunction with the School's SENCO teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

### **Informal Curriculum**

Pupils at St George's have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Learning Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

### **Information for Pupils and Parents**

Parents are routinely involved in reviewing provision for their child. The child will also be involved.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision.

### **Action Plan**

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

<b>Area</b>	<b>Strategy/Action</b>	<b>Timeframe</b>	<b>Responsible Person</b>	<b>Outcome</b>
Administering Medication and/or First Aid	Sufficient Staff are First Aid trained	Term 3/4 2016-17	Staff / Head	Staff are in date with first aid training.
Evacuation Procedures	Review fire evacuation	Term 3 2016-17	Head	The evacuation

	procedure			procedures are reviewed ensuring effective procedures are in place.
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