

Summerfields

PRIMARY SCHOOL



Accessibility Plan Policy

Reviewed: 16th November 2017

Next Review: 16th November 2020

A handwritten signature in blue ink that reads 'Allman'. The signature is written in a cursive style and is contained within a thin black rectangular border.

Signed:

.....

SUMMERFIELDS PRIMARY SCHOOL
ACCESSIBILITY PLAN - 2017-2020

This plan complies with the Equality Act 2010

RATIONALE:

Summerfields Primary School have a general duty under the Equality Act 2010 to:

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act.

Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it.

Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up to show our commitment to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

Improve awareness of **Equality and Inclusion**.

Improve access to the physical environment of the school adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. If school fails to do this they are in breach of the Equality Act 2010. 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 the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

At Summerfields Primary we will endeavour to include all children in all activities both in and out of school where deemed appropriate to the child's abilities and beliefs, and where their safety is ensured at all times.

SUMMERFIELDS PRIMARY SCHOOL –
ACCESSIBILITY PLAN – SEPT 2017

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
	b) provide a bell on the outside so that wheelchair users can get the attention of staff in the office	Autumn 2018	Site Manager	Wheelchair users aren't waiting because staff sitting in the office can't see them
Maintain safe access for visually impaired people	Check condition of yellow paint on step edges/ pavement regularly. Check exterior lighting is working on a regular basis.	Ongoing checks	Site Manager	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Light to be fitted near front door.
Ensure all disabled people can be safely evacuated	a) ensure there is a personal emergency evacuation plan for all disabled pupils. b) ensure all staff are aware of their responsibilities in evacuation by being aware of the SEN Risk Assessment information	Ongoing checks	SENCO Head Teacher to remind staff	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.
Ensure there is enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of the need to keep fire exits clear.	Daily	All staff/Head Teacher	All disabled personnel and pupil have safe independent exits from school and all exits are appropriate

SUMMERFIELDS PRIMARY SCHOOL –
ACCESSIBILITY PLAN – SEPT 2017

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	Inclusion Officer/CAF Lead/Head Teacher	Raised confidence of support staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Set up a system of Personal Plans/Health Care Plans/ Risk Assessments for disabled children when appropriate. Share information with all agencies involved with each child.	Reviewed annually	Inclusion	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	Ongoing	Inclusion Officer Teacher	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Spring term 2018	Inclusion Officer & PE co-ordinator	All pupils have access to PE and are able to excel. Child's LSA will be there all the time.
Review curriculum areas and planning to include disability issues	Include specific reference to disability in all curriculum reviews	Autumn 2019	SENCo & Head Teacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available - especially after school.	As required	All staff/Head Teacher	Disabled children feel able to participate equally in out of school activities

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ACCESSIBILITY PLAN – SEPT 2017

Continue to develop links with a special school	Medina House - Julie Ferris is our link person. Further support is available if required.	Ongoing	SENCO/Head Teacher	Increased understanding of the opportunities available to the children
Religious Beliefs - to ensure all pupils have access to the curriculum and events to support their beliefs	Plan group work to ensure value and inclusion reflective of the child's beliefs	Ongoing	RE Co-ordinator	All staff aware of individuals beliefs and ensure inclusivity in all activities throughout the school year

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages as needed	Plans for a welcome sign in reception - need to decide which languages to use.	As needed	Head Teacher/SENCO	ALL people feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages. Parents may request translation.	Annually	Head Teacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all.