

## **Accessibility Plan 2014-2017**

At Knayton C of E Primary School we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our school provides pupils with the opportunity to experience understand and value diversity.

This policy and plan has been devised in accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA). 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.

### **Definition of Disability**

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We also have a duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, 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.

### **Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities.

We have a small number of pupils who have a hearing impairment  
At present we have no wheelchair dependent pupils, parents or members of staff.

## Contextual Information

Main building	<p>The school is a single storey building easily accessible for wheel chairs to be used.</p> <p>There is the provision of a disabled toilet Corridors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles.</p>
Classrooms in the main building	Classrooms are accessible for wheel chairs with clear access to the fire doors. There are no disabled toilets
Outside Classroom	Stairs to the main entrance, will not accommodate a wheel chair. A new double, TCU, planned for September 2016 will replace existing TCU. This unit will be single storey with access at ground level.
Hall	Main entrances are flat. Access to the fire doors and kitchen servery is clear and suitable for wheel chair bound pupils or staff
Playground	Available for all pupils. Access is available without the need to use steps.
Field Area	Available for all pupils.
Rowan Garden	Sensory garden can be accessed without using steps.
Entrance Paths	All clear of steps allowing easy access for all pupils and parents.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, differentiation and recording methods  Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD  Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

## Improving access to the physical environment of the school

Knayton CE School is continuing to grow and develop – NYCC have secured planning permission for extra classroom space with toilet facilities. The building work will commence in May 2016 ready for September 2016.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the potential needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required	As required	SENCO	IEPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Ensure staff aware of Environment Access Standard	Ensure staff aware of Environment Access Standard			
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all
Ensure access to reception area to all	Improve access to reception area during any re-design	Consider in any new development	SBM	Disabled parents/carers/visitors feel welcome
	Develop system to allow entry for wheel chair users	2014		

Target	Strategies	Time-scale	Responsibility	Success criteria
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	SBM	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties  Develop a system to ensure all staff are aware of their responsibilities	As required  Each Sept	SENCO  SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall  Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required  Software may be required as required	SENCO - Teachers	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access (School House excepted)  Egress routes visual check	On-going and as required and as appropriate  Weekly	LA  Site Manager	All disabled staff, pupils and visitors able to have safe independent egress

## Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English  School office will support and help parents to access information and complete school forms  Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction  On-going  Current	SENCO / Teaching Support  SBM  SBM	All parents receive information in a form that they can access    All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	SBM	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IPM review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required  Currently being provided for parent	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.  Ensure Prospectus is available via the school website.	2014	SBM	All can access information about the school