



EVERSLEY PRIMARY SCHOOL. ACCESSIBILITY/ DISABILITY PLAN

We are committed to providing an environment that enables full curriculum access that 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 taking positive with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This plan should be read in conjunction with the following policies:

- SEN and Inclusion
- Single Equality Scheme and Action Plan
- Curriculum Policy
- Health and Safety Policy
- Behaviour Management Policy
- School Prospectus and Vision Statement
- School Improvement Plan
- Staff Development Policy

We believe that this accessibility plan is compliant with current legislation and requirements as outlined in the Equality Act 2010, Schedule 10 (which incorporates the SEN and Disability Act, 2001 and the Disability Discrimination Act, 1995)

We aim:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to the curriculum for disabled pupils; including teaching and learning, access to after school clubs run by school staff and school visits.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised every 3 years. Attached to this plan is the action plan showing how the school will address the priorities addressed in the plan.

A person has a disability if he or she has a physical/mental impairment which has a substantial and long-term effect on his/her ability to carry out normal day-to-day activities.

Purpose and direction:

The purpose and direction of the school's plan is to reduce and eliminate barriers to access the curriculum and to achieving full participation in the school community for all pupils and adults users with a disability.

Audit of existing achievements and provision:

Curriculum:

- Data obtained on future pupils to facilitate advanced planning – includes pupils entering the Foundation stage.
- Established procedures for the identification and support of pupils with Special Educational Needs and Disabilities.
- Detailed pupil information on SEN pupils and those with additional needs, including disabilities, given to relevant staff.
- Termly whole school pupil progress meetings with all staff, Inclusion Manager and Headteacher.
- Pupils and parents involved in target setting and reviews of Individual Support Plans.
- Liaison with external agencies (EP, CAMHS, BSS, Speech and Language Service, EWO, Physiotherapist, OT, Advisory Service for Autism, Hearing Impaired Service and Visually Impaired Service).
- Specialist resources to support specific needs (Alpha Smart computers, Clicker 6/lotus Touch Typing software, writing slopes, move n sit cushions, pencil grips, coloured paper, coloured overlays, reading rulers, therapeutic putty etc.).
- Specialist arrangements for KS2 SATS (extra time applied for, use of amanuensis, large print or modified print papers).
- Differentiated curriculum and parallel curriculum, where necessary, to enable all pupils to feel secure and make progress.
- Learning support assistants and teaching assistants deployed to cover specific literacy, numeracy, speech and language and OT intervention programmes.
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need and for those with temporary disabilities, eg: broken leg.

Physical Environment:

- Ramp up to the KS1 playground
- Wheelchair access to KS1 hall and access to KS1 building by means of a ramp.
- A shower room in KS1 and KS2.
- A ramp in the KS2 playground leading into the building.
- Group Rooms for quiet times or 1:1 work.
- A lift in KS2 building
- 3 classrooms in KS1 have The Soundfield System in place for hearing impaired pupils
- 5 classrooms in KS2 have The Soundfield System in place for hearing impaired pupils

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Information

- Provision of information to pupils with a disability – this is currently provided by review meetings, parents evenings and meetings with external agencies as required. Information from external agencies will be discussed and they are encouraged to attend meetings with parents. The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.
- Prospective parents of statemented pupils, pupils with Education, Health and Care Plans and pupils identified as having a special educational need are invited to a transition meeting

to discuss their child's particular needs prior to the pupil starting at school. These pupils may be visited in the pre-school setting and/or the home by school staff.

- It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.

To ensure the future of the accessibility plan this plan should become less of an independent strategy and more of a thread running through all the school's plans and policies.

Date of Plan: June 2015

Review date: June 2018

Accessibility Action Plan June 2015 – June 2018

Target	Strategy	Outcome	Timeframe	Achievement
Resources for SEN readily available for use.	All classes to have own SEN resource box and SEN information booklet.	All staff will have a range of resources for meeting the needs of children with high incidence SEN	Sept – Dec 2015	Improved curriculum access for pupils with SEN and disabilities
To refresh training for Reception support staff and welfare staff in nappy changing for primary aged pupils	Inclusion Manager to contact Waverley Outreach Service to train staff	Staff will be confident in changing nappies when required	Sept – Dec 2015	Staff will be aware of health and safety issues and safeguarding issues when changing nappies in school
To ensure that all changes of surface indoors and outdoors are marked with a contrasting painted line	Site manager to annually paint lines onto the steps and in areas where there is a change of surface	School environment in both buildings will be more accessible for visually impaired pupils, parents and visitors	Annually	Visually impaired pupils will have better access to the school environment
To retain IQM flagship status	Inclusion Manager to work with IQM Assessor on the action plan.	Sharing of ideas for SEN and disabilities across schools Develop inclusion within the school	On-going	Achievement of IQM flagship status