

School Accessibility Plan (2018)

Hunslet St. Mary's CE Primary School

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has 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."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Full training will be provided to new SENCO staff in aspects of SEN provision and FFI to ensure all resources are accessed. School will maintain its very good relationship with all support services, and move towards support in school from non-class based staff who as a result will have greater flexibility and time to develop roles and individuals. Future staffing structures will take account of Inclusion initiatives through proposed development of Inclusion Manager role and Inclusion Team.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Future building works will always be planned in light of accessibility issues. Ramps have been provided at the main entrance and are planned for the playground. Signage has been improved to identify Children's Centre entrances from School entrances and work to develop the use of the Vicarage as an outreach base will be done with attention to current legislation regarding accessibility.

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

The school will make information available in any requested format, and use the LEA services for translation into any language that is required. Other resources will be used as and when required, eg. Use of a parent who knows BSL to communicate with deaf/hard of hearing parents in school.

d) **Financial planning and control**

The Headteacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Development Plan.

Action Plan

See attached (Appendix 2)

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- Staff training and development plan
- Building and site development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies
- Governor training plan

Appendix 1

Date of Plan : June 2018

Date of Review : June 2021

Member of staff responsible: Headteacher

Governors & Committees responsible: Chairman of Governors, with the Vice Chairman of Governors, the Senior Management Team, and the Chairmen of: all sub committees

This plan was drawn up by the Headteacher.

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The following were consulted on the plan:

- Governors date: June 2018
- Teaching Staff date: June 2018
- Support Staff date: June 2018

The plan was approved by the governing body: June 2018

Appendix 2

School Access Plan

		Objective	What	How	When	Goal Achieved
Short term	1	Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting Governors sub meeting	To be reviewed on going	School complies with requirements of DDA and Code of Practice
	2	Improve availability of written material in alternative forms if required	School aware of local and County services for converting written information into alternative formats	SENCo researches and discusses with STA services	In place	School able to deliver information to all pupils and parents with disabilities
Medium term	3	Improve working environment for pupils with visual impairment	Maintain appropriate colour schemes when refurbishing, and ensure all shading/blinds are in full working order	Seek advice from LEA building surveyors	On going	VI pupils able to work independently in all teaching areas
	4	Maintain wheelchair accessible toilet facilities within school and vicarage development	Maintain availability of 2 accessible toilets on ground floor. Incorporation in vicarage development	All changes done around current provision	On going	Wheelchair users continue to have independent access to toilet.
	5	To ensure new build and mobile provision during expansion meet DDA needs and regulations	All additions to school, both temporary and permanent are done within full range of laws and expectations from relevant acts.	Local Authority plan and design of all aspects of programme.	Temporary block, September 2016 and new build September 2017	All additional work compliant with regulations.
Long term	6	Improve outdoor environment to remove trip hazards, improve access etc	Tarmac to paved areas, further ramping on playground, establishing of entrance on Lupton Street side of playground	Planned use of devolved capital allocation.	By end of plan	Safer site
	7	Create access to school/First floor for all OR rearrange classes to remove the need to reach the first floor for any individual.	Lift/stair lift installation or rearrangement of classrooms.	Capital, grants from equipment funds ISPS	When required	Access to all areas in school that stakeholders require access to.

