

SOUTH STREET PRIMARY SCHOOL



Accessibility Plan

2017—2019

POLICY DOCUMENTATION

ACCESSIBILITY PLAN 2017-2019

Purpose of the Plan

The purpose of this plan is to show how South Street Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils. We are committed to providing an environment that enables full curriculum access that values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Definition of Disability

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. Legal Background From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA`s against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. 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 DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled e.g. hand-outs, time-tables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

South Street Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The school building and playground is accessible for a child in a wheelchair. There are 2 disabled toilets in school.

Current Range of Disabilities within South Street Primary School

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

School liaises with agencies to provide support in school for children with hearing impairments and visual impairments, physical disabilities, fine and gross motor difficulties and continence difficulties.

School provides medical support for children with specific medical conditions through provision of a locked medical room for treatment and storage of equipment. Staff receive regular training at an appropriate level as required.

School provides resources in school to develop gross and fine motor skills difficulties for children diagnosed with asthma inhalers are kept in filing cabinets and are available to use as required. Emergency inhalers are available to use for those children who have an inhaler and parents have completed a consent form.

Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff, on the staff noticeboard, the Head Teacher's office board and next to the central first aid point by the hall. We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

TARGETS	STRATEGIES	WHO	TIMEFRAME	OUTCOME
SHARING INFORMATION				
Ensure equal access of information to all children and parents	Ensure that all information is made available in a suitable format within a reasonable time. For example: Translated into appropriate language - Available in large print Parentmail	Head Teacher School Business Manager	Ongoing	
Ensure all parents/carers can access information about their child	Parents meetings to be held in school, over the phone and in written format if required	All staff	On going	
PHYSICAL ENVIRONMENT				
Ensure school buildings and grounds are accessible for all children, adults and visitors within school	Audit of accessibility of buildings and grounds	Head Teacher Appropriate outside agencies	Annual	

TARGETS	STRATEGIES	WHO	TIMEFRAME	OUTCOME
CURRICULUM				
Staff to ensure curriculum accessible to all children with a range of SEND	Monitoring of children with SEND Reviews of children with SEND	Head Teacher SENCO	On going	
Ensure all children can access out of school activities and trips	Risk assessments in place Communication with staff from place of visit	All staff	Ongoing	
Specialist equipment/ resources available to ensure pupils can participate in all areas of the curriculum	Resources available across school e.g. pencil grips, motor skills programmes. Specialist equipment for individual children to meet SEND to meet EHCP outcomes	SENCO Outside agencies	On going	
Ensure all children can access assessments and tests	Application for additional time and support. Equipment and resources supplied as necessary.	Staff Head Teacher	Annual	