



Commonswood Primary & Nursery School

Accessibility Plan 2016 ~ 2019

Approved by Governors February 2016

1. Vision Statement
2. Aims
3. Access
4. Management & Monitoring

1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Commonswood Primary & Nursery School the plan will be monitored by the headteacher and evaluated by the relevant Governors’ committee.

At Commonswood Primary & Nursery School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Commonswood Primary & Nursery School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The Accessibility Plan is structured to complement and support the school’s Single Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Commonswood Primary & Nursery School is 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 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. The Commonswood Primary & Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

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 a school fails to do this they are in breach of their duties under the Equalities 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain 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 within a reasonable timeframe;

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Commonswood Primary & Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Single Plan
- Single Equality Scheme
- Behaviour Management Policy
- Access to Education for children and young people unable to attend school for medical reasons
- Emergency Response Plan
- Health & Safety Policy
- Special Educational Needs Policy
- Safeguarding Policies

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan is published on the school website. It is monitored through the Operations Committee. The school works in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved J. Williams

Date 3-3-16

2. Aims:

Our Aims are:

**To Increase access to the curriculum for pupils with a disability,
To Improve and maintain access to the physical environment**

We gather information about disability & health in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of an annual disability equality survey.

3. Access

The school is a two storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor which wide door access to all rooms. The halls are on the ground floor and are accessible to all.

On-site car parking for staff and visitors includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. External steps have hand rails. The main entrance features a sloped entrance with a secure lobby. There are disabled toilet facilities available in Key Stage one. This is fitted with a handrail and a pull emergency cord. Four classrooms in KS2 are only accessible via stairs. In the event of a disabled pupil or member of staff, classrooms are reorganised to ensure the relevant classroom is located on the ground floor. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

4. Management and Monitoring

The Governing Body approves the action plan. The INCo consults with appropriate external agencies when new situations regarding pupils with disabilities are experienced. The Governors, Senior Leadership Team and teachers work closely with the Local Authority and Health and Educational Professionals. The senior leadership team manage and monitor the action plan. The headteacher reports updates to the Governing Body at least annually.

5. Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Aim 1 To provide full access to the school curriculum.				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with setting providers to review potential intake for Sept 16	Identify pupils who may need additional to or different from provision for Sept 16 Intake	April 2016 for Sept 16 Ongoing for in year admissions	HT EYFS teacher INCO	Procedures/equipment / ideas set in place by Sept 2016.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	Comply with the Equality Act 2010	Ongoing	HT, SLT, All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	Ensure collaboration and sharing between school and families.	Ongoing	HT, SLT, All Teachers	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues.	Ensure collaboration between all key personnel Individualised Risk Assessments	Ongoing	HT, Inco, SLT, All teachers, Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children	Visitors, visits; Employment of specialist advisory teachers; CPD for staff Differentiated/individualised Support staff including specialist trained staff Range of kinaesthetic and interactive equipment including IT Specialist equipment eg occupational therapy equipment Use of a variety of groupings and learning styles Appropriate learning environments Elklan trained support staff Use of positive images of disability within the school	Ongoing	HT, SLT, All Teachers Inco EP, specialist agencies	Advice taken and strategies evident in children's outcomes Variety of learning styles evident Kinaesthetic learning resources accessible by all children Appropriate learning environments evident
To monitor progress and attainment of groups of learners and individuals	Pupil Progress meetings Provision map reviews Regular liaison with parents/carers	Termly (all) Half termly (disadvantaged) Ongoing	HT, SLT, All Teachers Inco	Progress for all is at least good Pupils achieve age related expectations or above

Aim 2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical school environment	Assess the condition of external paving and plan schedule for improvements Add additional handrail to KS1 steps The school will take account the needs of pupils, staff 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, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT Governors	Needs will be met
Ensure visually stimulating environment for all children with consideration to avoiding overloading sensory stimulation for children with ASD	Colourful, interactive displays in classrooms and inviting role play areas. Tidy, clutter free surfaces Clearly labelled (with pictures/symbols for younger children), easily accessible resources Regular parental communication with input into individual provision maps Individualised multi-sensory teaching strategies used for individuals.	Ongoing	Teaching and non-teaching staff	Inviting environment maintained
Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure these are met at all events	ongoing	SLT, Governors, Teaching and non-teaching staff	Needs are met
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children face to face meetings with specific parents to explain letters home	ongoing	Whole school team	Parents/carers have good access and are fully informed
Continue to develop playgrounds and facilities.	Look for funding opportunities Plan space to maximise range of social and play opportunities to suit needs	Ongoing	Whole school approach	Inclusive child-friendly play areas.
To raise awareness of safe access to/from and around the school	Communication with parents via newsletters /letters/walk to school week Bikeability for Years 5 & 6 Safer scooter training Road crossing safety training Even, safe and debris-free surfaces in the school premises	Each summer term	Ongoing	PSHE Coordinator

