

# Charnwood Primary School



## Accessibility Plan May 2016

Reviewed	Date:	<b>May 2016</b>
	By:	<b>Mrs M Norman SENCo</b>
Agreed at the Governor Committee Meeting <b>Sites &amp; Building / Health &amp; Safety</b>	Date:	<b>12/05/2016</b>
	Signed by Chair of Committee:	<b>Mr M Rafik</b>
Ratified by FGB	Date:	<b>22/09/2016</b>
	Signed by Chair of FGB:	<b>Mr I Lambat</b>
Next review	3 Years	<b>May 2019</b>

## Revision History

<b>Date</b>	<b>Details of change</b>
May 2013	Reviewed by Mr A Bahadur
May 2016	Reviewed by Mrs N Norman Updated references to legislation Updated Appendices with current situation

Charnwood School has developed an Accessibility Plan outlining further modifications that cover curriculum, physical access and communication.

## **1 Introduction**

The SEN and Disability Act (SENDA) (2001) extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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 education for disabled pupils.

This plan sets out the proposals of the Governing Body of our 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;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that our school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **2 Discrimination**

'A responsible Body' discriminates against a disabled person if;

- for reasons which relate to his / her disability, it treats them less favourably than it treats or would treat others to whom the reason does not or would not apply, and
- it cannot show that the treatment in question is justified.

In line with the SEN and Disability Act (2001) School Practice, provision is guided by the Disability and Discrimination Code of Practice for Schools, Disability Rights Commission (DRC) Code of Practice (2002).

### **3 Visions and Values**

Charnwood Primary School aims to uphold a positive, non-discriminatory approach to disability, as part of its commitment to equal opportunities in primary education and will focus on removing barriers in every area of the life of the school.

### **4 Admissions**

Admissions to Charnwood Primary School are in line with LA admissions procedures. We will not discriminate against any child with a disability and will take all reasonable steps to provide effective educational provision and appropriate, reasonable modifications to the building where necessary.

### **5 Pupil Data**

The school will keep a record of pupils who are included in the DDA definition of disability. We consult with early years organisations, including Sure Start, to gain advance information of pupils who may be disabled and request information from parents who register directly with the school.

Further information regarding the presence of disabled pupils in the school and the pattern of their participation in the life of the school can be found in their individual education plans.

### **6 Exclusions**

LA exclusion procedures are followed to ensure that no disabled child is discriminated against by exclusion whether fixed term or permanent.

### **7 Curriculum and Life of the School**

At Charnwood Primary School we ensure that disabled pupils are not placed at a substantial disadvantage in comparison to pupils who are not disabled in accessing the curriculum, daily routines, extra curricular activities and school facilities.

The School recognises its duty to take reasonable steps or adjustments for all disabled pupils, and the School will therefore anticipate needs. The School recognises its duty to consider the broad range of needs and requirements of all pupils, current and future, and accordingly to plan and make changes to policies, procedures and practices, to ensure that disabled pupils will not be placed at a disadvantage.

In making reasonable adjustments and in drawing up accessibility plans to improve access over time, the School will take into account the LA's accessibility strategies, the School's own resources, the health and safety of all pupils, the practicalities of making adjustments and the

need to maintain standards for all pupils. This statement is made in the context of the school being housed in a three story, Victorian building that is listed.

## **8 Accessibility Plan**

Charnwood Primary School uses the 'Identify barriers to Access' checklist (Appendix 1) to audit provision and accessibility. The audit will inform the School Accessibility Plan. See Appendix 2.

## **9 Complaints Procedure**

If there are any complaints relating to provision for disabled children, these will be dealt with in the first instance by the Headteacher. The Chair of Governors and/or LA (Children and Young People's Services) may be involved at this stage, if necessary. In the case of an unresolved complaint, parents may contact the Special Educational Needs and Disability Tribunal. (SENDIST)

## **10 Monitoring**

The governors will monitor this policy on a regular basis to ensure no pupils are placed at a substantial disadvantage or treated less favourably. They will monitor the success of the policy and the accessibility plan by the low number of parental concerns raised.

## **11 Review**

As a working document this document will be subject to continuous review.

## Appendix 1

### IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This list should help to identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.

#### SECTION 1: How does our school deliver the curriculum?

QUESTION	YES	NO
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are our classrooms optimally organized for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical activity?	✓	
Do we provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

## SECTION 2: Is our school designed to meet the needs of all pupils?

QUESTION	YES	NO
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		✓
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with special educational needs and disabilities; including alarms with both visual and auditory components?		✓
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	

## SECTION 3: How does our school deliver materials in other formats?

QUESTION	YES	NO
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓ Large print but not Braille	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do we have the facilities such as ICT to produce written information in different formats?	Large print but no access to Braille	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

## DDA Initial Assessment Framework

1. Name of School: Charnwood Primary School

2. What additional facilities are available in school, for disabled individuals, under the following headings:

### General Physical Access

	Throughout	Part	None
• Lift	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Stair lift	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Ramps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Handrails	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Wide Doorways	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Automatic Doors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Accessible toilets	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• A changing bench for toileting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Hoists			
○ Moveable	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
○ Fixed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Others – please specify



**SECTION 3 – Main School Entrance and Reception**

		Yes or N/A	Partial	No	Your Comments
3.1	<p><b>Is there level access at the main school entrance? (NB: A small threshold step no greater than 12mm can be considered level)</b></p> <p>(‘Yes’ = level; ‘Partial’ = 1 step; ‘No’ = several steps at the entrance and no alternative ramp)</p>	Yes			
3.2	<p><b>If there is a ramp, is it suitable for wheelchair users? (NB: Max gradient 1:12, level landing at top of ramp, handrails.)</b></p> <p>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required)</p>	<p>✓</p> <p>One external and internal ramps meet requirements</p>			
3.3	<p><b>If there are steps, are they suitable for people with walking difficulties? (NB: Handrails to both sides or central, contrasting step edges, even rise to each step)</b></p> <p>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required)</p>	✓			

<b>SECTION 4 – External Areas</b>					
		<b>Yes or N/A</b>	<b>Partial</b>	<b>No</b>	<b>Your Comments</b>
<b>4.1</b>	<p><b>Do routes between buildings provide independent access for wheelchair users?</b></p> <p><b>(If ‘Partial’ or ‘No’, please comment on areas for improvement)</b></p>			✓	<b>School housed in one main building with 2 floors.</b>
<b>4.2</b>	<p><b>What proportion of building entrances have level access for wheelchair users?</b></p> <p><b>(‘Yes’ = &gt;75%; ‘Partial’ = 25 – 75%; ‘No’ = &lt; 25%. Please comment on areas for improvement)</b></p>		✓		<b>About 50% of the building entrances have level access: Charnwood Street door, gate to the infant playground and FS1 base. The following doors have steps: FS2 bases, computer suite, staff room and main door to Nedham Street.</b>
<b>4.3</b>	<p><b>Is there level access to all unique outdoor areas? (e.g. sports areas, tennis courts, playgrounds, seating areas etc.)</b></p> <p><b>(‘Yes’ = all; ‘Partial’ = some; ‘No’ = none)</b></p>		✓		<b>Access to the foundation stage playground is level but to access some outdoor areas directly requires an individual to negotiate an inadequate ramp. By going through the school building the infant playground can be reached.</b>

**SECTION 5 – Emergency Evacuation Plan**

		Yes or N/A	Partial	No	Your Comments
5.1	<p><b>What proportion of your building(s) are easy to evacuate by people in wheelchairs?</b></p> <p>(‘Yes’ = &gt;75%; ‘Partial’ = 25 – 75%; ‘No’ = &lt; 25%. Please comment on areas for improvement)</p>		✓		<p><b>Ground floor access issues identified in section 4.2.</b></p> <p><b>Eight first floor and two second floor classrooms, hall and some quiet rooms difficult to evacuate.</b></p>
5.2	<p><b>Does your Emergency Evacuation Plan include a strategy for evacuating disabled pupils, staff, visitors and community users?</b></p> <p>(Please note areas for improvement)</p>	✓			
5.3	<p><b>If you have upper floors, are there means to ensure the evacuation of people with mobility impairments?</b></p> <p>(‘Yes’ = adequate; ‘Partial’ = minor changes; ‘No’ = substantial adaptations – please give comments)</p>		✓		<p><b>Mobility impaired individuals, who can use the stairs, are to leave the building last.</b></p> <p><b>There is no provision for wheelchair users to access upper floors or to be evacuated from the upper floors.</b></p>

**SECTION 6 – Physical Access to Curriculum Areas and Unique Facilities (where applicable)**

<b>Curriculum Area</b>		<b>Total number of teaching areas</b>	<b>Number which are accessible</b>
<b>6.1</b>	<b>Art</b>		
	<b>Design &amp; Technology</b>		
	<b>Humanities</b>		
	<b>Science</b>		
	<b>Sport</b> <b>School Hall</b>	<b>2 - Playground and hall</b>	<b>Hall using lift</b> <b>Playground using ramps</b>
	<b>Performing Arts</b>		
	<b>Mathematics</b>		
	<b>English</b>		
	<b>Languages</b>		
	<b>ICT</b>	<b>1</b>	<b>0</b>
	<b>Library</b>	<b>1</b>	<b>1</b>
	<b>Other – Please specify</b>	<b>10 general classrooms, quiet rooms and main hall on upper floors</b>	<b>8 classrooms and hall using lift</b>

## **ENHANCED VISUAL ENVIRONMENT**

How many classrooms have the following:

<b>Areas lit to (.....) lux standard</b>	<b>All</b>	<b>Blinds to windows subject to direct sunlight</b>	<b>All</b>
<b>Corridors and steps areas</b>	<b>All</b>	<b>Specialist toys/equipment (VI pupils)</b>	<b>0</b>
		<b>Glare reduced surfaces</b>	<b>Library area</b>
<b>Tactile trail</b>	<b>0</b>	<b>Signage to 'Paving the Way' standard</b>	<b>0</b>
<b>Multi-sensory room</b>	<b>0</b>	<b>Colour printers</b>	<b>all have access</b>
<b>Facility to produce Braille materials</b>	<b>0</b>	<b>Scanner</b>	<b>ICT Room/Office</b>
<b>Others – please specify</b>			

## Appendix 2

### CHARNWOOD PRIMARY SCHOOL

#### ACCESSIBILITY PLAN

The Plan is for:

- Disabled pupils who are in the school now: improving access for them is a matter of planned improvements in addition to reasonable adjustments;
- Disabled pupils who are in the school system, but at an earlier Key Stage: good advance information about disabled pupils coming to the school will be important to making reasonable adjustments and to making planned improvements over time;
- Disabled pupils who are not yet in the school system, but about whom the local authority and other agencies may have information.

Over time, the focus should shift significantly from planned improvements for individual pupils to embedding accessibility considerations into everything the school does: in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.

## ACCESSIBILITY PLAN

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Ensure that improved access for pupils, parents etc with disabilities is considered in making decisions about ongoing maintenance and upgrading of the school premises.	Involvement of school site manager, LA disability access co-ordinator, occupational health professional etc in planning changes and improvement to the premises.	Significant improvement to the building in terms of disability access.	Continuing from previous plans.	Better access for pupils and parents with disability.
<b>Short Term</b>	Requesting specialist help, advice and training from services to support individual pupils with disabilities as they progress through the schools eg the use of Makaton signing for children with speech and language needs.	Seek advice from specialist unit regarding relevant training courses and in class support for both staff and pupils.	School environment, routines and curriculum more accessible to pupils with disabilities. Teachers and teaching assistants adequately trained.	Continuing from previous plans.	Teaching staff better trained and more knowledgeable. Pupils' accessibility to the environment, routines and curriculum much improved.
<b>Short Term</b>	Ensure that all staff make proper allowances for children with disabilities and have high expectations of behaviour and attainment.	Incorporation of issues relating to disability into the school improvement plan eg behaviour related matter such as Team Teach training, use of circle time, SEAL etc..	There is consistency of approach to pupils with disabilities.	Continuing from previous plans.	Teaching staff better trained and more knowledgeable. Pupils' accessibility routines and curriculum much improved. Children achieve inline with levels expected of all children nationally.

## ACCESSIBILITY PLAN

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Medium Term</b>	To monitor the school's strengths and weaknesses in working with disabled pupils.	<ul style="list-style-type: none"> <li>• To ensure all staff are aware of what the DDA requires of them.</li> <li>• To be creative in reducing the areas of the curriculum to which disabled pupils may have limited access.</li> <li>• To ensure the participation of disabled pupils in extra curricular activities.</li> <li>• To identify clearly parts of the school to which disabled pupils have limited access.</li> </ul>	Recommendations for future development feed into the School Improvement Plan.	Autumn term 2013 and continuing.	<p>Greater awareness among staff and governors of the requirements of the DDA Policy.</p> <p>Recommendations implemented.</p>
<b>Medium Term</b>	Specific guidance for teachers and teaching assistants from SEND Support Services e.g. CLCI team or SEMH team or Educational Psychology Service on supporting social inclusion	<p>Allocation of time for training of teaching staff on specific problems.:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties</li> <li>• Specific disabilities</li> <li>• Behaviour or emotional problems.</li> </ul> <p>From Specialists e.g. CLCI team, SEMH team, Educational Psychology service etc.</p>	Teachers and teaching assistants able to better meet the requirements of disabled pupils needs with regards to personalised learning.	Spring Term 2014 and continuing	Teachers and teaching assistants receive a range of strategies to help pupils in order to support social inclusion.



## ACCESSIBILITY PLAN

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Medium Term</b>	Ensure that teachers and teaching assistants are consistent in using agreed behaviour management strategies such as Golden Time and agreed Behaviour Levels / Actions.	Seek Advice from SEND Support Services regarding appropriate courses for staff to attend to address their professional development needs. Have high expectations of behaviour from all pupils.	Consistent application of the behaviour policy to all pupils.	Continuing	Teachers and teaching assistants receive a range of strategies to help pupils in order to support social inclusion.
<b>Medium Term</b>	Ensuring the school takes proactive steps to promote disability equality for pupils, employees and service users through Disability Equality Policy.	Seek advice from LA regarding the implementation of an effective disability equality scheme. Ensure that issues of fair treatment, bullying etc are included in class circle time.	School tackling disability discrimination in a practical way.		School has an up-to-date Disability Equality Policy which is fully integrated into school policies, procedures and routines.
<b>Medium Term</b>	Improve presentation of newsletters, website etc to increase access for parents and pupils.	Identify parents with disabilities and update information regularly to be sure that suitable material is made available, eg large print newsletter. Spoken commentaries available for documents if needed.	Improved access to news and information for adults with disability.	Ongoing	Communication from school available to parents in different formats if requested.

## ACCESSIBILITY PLAN

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Long Term</b>	The school curriculum is matched to the learning needs of individual pupils e.g. pupils with specific physical or mental impairment.	Seek advice from LA and specialists e.g. SEND Support Services on specific professional development needs of our staff.	Teachers and teaching assistants meeting the needs of pupils.	Ongoing	All classrooms catering for the specific physical or mental impairment of pupils.
<b>Long Term</b>	Continuing to address items identified on the 'Access for Disabled People Audit'. (Appendix 1)	<ul style="list-style-type: none"> <li>• Improve toilet/changing facilities for adults and children with disabilities.</li> <li>• Improve access to external play area for children with disabilities</li> <li>• Improve drop off and pick up points for all adults including those with disabilities.</li> </ul>	Remodelled school!	Ongoing	Physical accessibility of the school increased.