



Accessibility Plan		
	Name	Date
Acting Head Teacher	Jo Pettifor	Jan 2018
Governing Body	Community Engagement Committee	Jun 2018
Next review date	June 2019	

Purpose of the Plan

The purpose of this plan is to show how Prior Weston Primary School intends, over time, to monitor and increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

The definition of a disability, as set out in the most current legislation (Equality Act 2010), states that a person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to -day activities.

Legal background

Schools are required under the Equality Act 2010 to have an accessibility plan. This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Prior Weston 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, allowing 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 discussion

Contextual Information

Prior Weston is a modern building that contains a Prior Weston Primary School and Children's Centre, as well as Richard Cloudesley Primary Department. The building is wheelchair accessible with two internal lifts and an external evacuation lift. There are a number of personal care rooms on site with hoists and there is also a hoist in the main hall and small hall. There is disabled parking on site. The school grounds are accessible to wheelchair users.

At present Prior Weston Primary School has 5 wheelchair dependent pupils and we have some parents with mobility impairments.

The Current Range of Disabilities within Prior Weston Primary School

The school has children with a range of disabilities which include moderate and specific learning difficulties, physical needs and social communication needs. When children enter school with specific needs, the school contacts the local authority education and health professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and allergies; all relevant staff are aware of these children. Inhalers and auto injectors are kept in the classrooms and a record of use is kept.

We have competent First Aiders/Pediatric First Aiders who hold the required certification. All medication is kept in classrooms in clearly labelled boxes containing a copy of children's health plans. Administration of medicines consent forms are filled in by parents outlining the illness, amount, and time of medication. All medication that is given is recorded.

Curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD) we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

The table below sets out our plan for equality of access to the curriculum

Target	Strategies	Timeframe	Responsibility	Success Criteria
To further develop accessibility to the school's curriculum	To offer a wider range of activities and opportunities for children with physical needs within PE across the school	2017-2018	PE Lead	All children with physical needs to participate in a range of PE activities
	To be able to offer two residential trips for children with complex needs	2017-18	Middle School and Upper School phase leaders	All children taking part in residential trips
	To develop an alternative curriculum life skills based for children who cannot access their age related curriculum	2017-18	SENCo	Children given opportunities to develop key life skills

Physical environment

Summary of Prior Weston access features:

- Prior Weston is a two form entry school with a Children's Centre.
- There are two internal lifts allowing wheelchair access to all areas of the school.
- There is one external evacuation lift
- There is one personal care room fitted with a hoist on the first floor as well as a disabled toilet.
- There are two disabled toilets on the ground floor
- There is a hoist in the main hall and small hall

- Prior Weston has a wide range of equipment and resources available for day to day use for children with disabilities. Health professionals give advice and recommendations about equipment and resources needed by individuals; the school adheres to this.

The table below sets out our plan for equality of access to the physical environment

Target	Strategies	Timeframe	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils/staff/governors/parents/carers / visitors	To create access plans for individual disabled pupils as part of the Support Plan process when required	As required	Head Teacher, Deputy Head and SENCo	EHCPs in place for disabled pupils and all relevant staff aware of pupil needs
	Be aware of staff, Governors, and parents/carers access needs and meet as appropriate	Induction and ongoing		All staff and Governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents and carers	Annually		Parents have full access to all school activities
	Consider access needs during recruitment processes	Recruitment process		Access issues do not influence recruitment
Layout of school to allow access for all pupils to all areas	Ensure any building works comply with Disability Regulations Act – put in place to ensure medical room in Crèche is wheelchair accessible	As required	SLT, Governors, Facilities Manager	Whole building is accessible to all
Ensure access to all areas	Improve/maintain access to all areas for pupils, staff, parents/carers, visitors. Service lifts and keep accessibility features in good repair	As required, per SLA	Facilities staff	Disabled pupils, parents, carers, visitors feel welcome. Pupils have full use of facilities
Improve signage for visually impaired people	Clear walkways, floor markings where required, edging strips on stairs, clear signage	Ongoing	Facilities staff with advice from Richard Cloudesley VIO	Visually impaired people feel safe in the school grounds

Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan for all pupils with difficulties	As required	Inclusion Manager and relevant staff	All disabled pupils and staff working alongside are safe in the event of a fire
	Maintain system to ensure all staff are aware of their responsibilities	Each September	Facilities Manager	
	Monitor during evacuation drills	Half termly	Facilities Manager	
Target	Strategies	Timeframe	Responsibility	Success Criteria
Ensure accessibility of IT equipment	Alternative equipment in place if necessary to ensure access to all hardware	Ongoing and as required	ICT Co-ordinator	All children have access and can use equipment
	Liaise with visual/hearing impairment organisation with regard to assisting VI/HI pupils	Purchase of software if required	ICT Co-ordinator	
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on appropriate equipment	Ongoing, as required	LA Hearing officers	All children have access to equipment
All fire escape routes are suitable for all	Make sure all areas of school have wheelchair access; in the case of stairwells, that appropriate equipment and processes are in place for dealing with disabled evacuation	Ongoing and as required	Facilities staff	All disabled staff, pupils and visitors are able to have safe egress
	Egress routes have visual checks	Weekly checks		
Playground equipment accessible	To ensure the needs of all pupils are taken into consideration when redesigning the playground	Planned consultation 2017/2018	SLT	Children will have access to play equipment

Written Information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand

outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

The table below sets our plan for equality of access to written information.

Target	Strategies	Timeframe	Responsibility	Success Criteria
Provide information in other languages for pupils who may have difficulty with hearing or language difficulties	Access to translators, sign language interpreters to be considered and offered if possible	As required	Inclusion Manager Office	Pupils and/or parents feel supported and included
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms	During Induction Ongoing	Office Website Designer	All parents receive information in a form that they can access All parents understand what the school information headlines are
Improve the delivery of information of text in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Teaching staff	Text accessible for all children
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	Inclusion Manager	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly EHCP review formats	2017/2018	Inclusion Manager	Staff more aware of pupils preferred method of communications