



Accessibility Plan

2016

Aim

At Wootton Primary School, we are committed to providing a safe and secure environment accessible for all users, including pupils, parents, staff and visitors.

Objectives of the plan

- To consider and implement measures to improve the **physical environment** of the school, increasing access for disabled pupils, parents, staff and visitors to both the school curriculum and facilities.
- Improving where required **access to the curriculum** for pupils with a disability, expanding and making reasonable adjustments to experiences to ensure inclusion.
- Improving and making adjustments to the **delivery of information** to all users.

Rationale

In line with the equality act 2010, the governing body formed a working party consisting of 1 SEN governor, two parents and the school business manager to complete a facilities audit which forms the basis of the accessibility plan. A nominated governor visited the school and met with the SENCO to assess how the school currently meets the needs of individual pupils with disabilities. The accessibility plan will be reviewed regularly.

Definitions

A person has a disability if he or she has a mental impairment that has a long term and / or adverse effect on his or her ability to carry out normal day to day activities. Please see **appendix 1** for the 'definition' of disabilities considered. It is important to note that each case of disability encountered in the school environment, would be assessed individually as the need arises. **Appendix 2** shows the findings on a visit to the school by a nominated governor on the accessibility working party. The visit was to assess how the school **currently** meets the needs of individual pupils with disabilities.

Responsibilities

The governing body are accountable for ensuring the implementation, review and reporting on the progress of the accessibility plan.

The plan will be published on the school website.

Resources

The school will investigate all opportunities available to it to increase accessibility as required. When making changes to the use of the school or the building or fabric of the building, consideration will be given to the impact of changes on access for disabled users.

Monitoring, evaluation and review

The success of the accessibility plan will be monitored biennially and reviewed by the governing body.

April 2016

Introduction

In all cases, the need to support and care for disabled children, staff or visitors is assessed on an individual basis. In the case of pupils, this may involve drawing up a care plan with parents, the child and possibly other health personnel and advice. The medical needs policy and the Inclusion policy should also be consulted in conjunction with the accessibility plan below.

It is important to note that not all disabilities are visual, and there are many different types that need to be considered. Staff need to be aware of and trained in the adaptations that may be required dependant on the disability encountered. The school is fully prepared to implement the plans needed to ensure that individuals are cared for and have access to a full life in school.

Access to the physical environment

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	OUTCOME	REVIEW DATE
Foster a culture of awareness of access needs and of health and safety	a) Regular health and safety walks during and after school day, to check for accessibility and health and safety issues	During normal school day On ongoing monthly basis (staff), 3 monthly Governor	SLT SBM/ Site supervisor/ Premises Governor	Equipped to deal with all types of disabled visitors or emergency situations	September 2016
Maintain safe access	a) Yellow paint for stairs and significant level differences – maintain	Review quarterly and action taken to replace as necessary	Site supervisor	Maintained safety and access on site for all	May 2017
	b) Regularly check for changes in condition of flooring	Health and safety walk	Site supervisor / SBM / SLT	Maintained safety on site for all	May 2017
	c) Consider	As required	SLT/SBM	If required, improved	As need arises or

	<p>implementing a tactile signage system for visually impaired if need arises</p> <p>d) Improve general directional signage around school to help visitors / new staff to school</p>	September 2016	SBM	<p>safety of visually impaired</p> <p>Improved safety and comfort of all</p>	<p>2019</p> <p>May 2017</p>
Evacuation of disabled pupils, staff , parents, visitors	<p>a) Ensure a 'buddy' system / evacuation plan is implemented for any out of hours events, where a known disabled visitor is attending</p> <p>b) PEEPS prepared for disabled pupils</p> <p>c) Consider purchase of evacuation chair, should a disabled pupil/ member of staff attend</p>	<p>As required</p> <p>As required</p> <p>As required</p>	<p>SBM/SLT</p> <p>SBM/SLT/LH</p> <p>HT/SBM</p>	<p>Prepared for emergency evacuation of all</p> <p>Prepared for emergency evacuation</p> <p>Prepared for emergency evacuation</p>	<p>September 2016</p> <p>September 2016</p> <p>May 2017</p>

	<p>school that relies on use of lifts – and training of staff as needed.</p> <p>d) Signage for lifts – not to use in even of fire alarm sounding</p> <p>e) Regular health and safety signage walks to take place to ensure adequate and up to date</p>	<p>ASAP</p> <p>3 monthly</p>	<p>SBM</p> <p>SBM and site supervisor</p>	<p>Safety of all</p> <p>Safety of all</p>	<p>June 2016</p> <p>May 2017</p>
Lighting	<p>a) Year two playground lighting to be improved</p>	<p>By Oct 2016</p>	<p>SBM and site supervisor</p>	<p>Safety of all in Winter</p>	<p>November 2016</p>
Parking	<p>a) Keep disabled bay clear wherever possible during</p>	<p>Ongoing</p>	<p>SLT/ Site supervisor / office staff</p>	<p>Area available to ensure parking is available for disabled</p>	<p>April 2017</p>

<p>Fire exits / normal exit from year 2 classrooms and dance studio on to stepped area</p>	<p>day for disabled visitors and / or emergency vehicles.</p> <p>a) Consider if the need arises, to purchase a mobile ramp to ensure wheelchair users can use the exits as required</p> <p>b) Alternative arrangements for the movement of disabled persons might need to be considered dependant on areas of the school that they are in</p>	<p>If needed</p>	<p>SLT/LH/SBM</p>	<p>visitors</p> <p>Inclusion and accessibility</p>	<p>As required or 2019</p>
<p>Doors</p>	<p>a) Depending on disability, pupils / staff or visitors with a disability may require assistance with the operation of internal doors</p>	<p>As necessary</p>	<p>SLT/LH</p>	<p>Ease of access</p>	<p>If applicable</p>

Hearing Loop	a) Ensure hearing loop kept in central location e.g. office and that staff know how to use it	By May 2016	SBM/OFFICE MGR	Ease of access to information	June 2016
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Access to the curriculum

Staff training	a) Review training on an individual 'needs' basis ensuring staff are trained to deal with the disability a child may have – medical or otherwise, and adaptations to be made.	Ongoing	SLT/LH	Inclusion and accessibility	2019
Equipment	a) Ensure all lifts, ramps, and all areas of the site are maintained in good working order	Ongoing	SBM	Inclusion and accessibility	2019
	b) Ensure ramp anti slip surface is replaced (outside year 3 and 4 classroom)	Sept 2016			Sept 2016
	c) Consider the purchase of classroom equipment such as adjustments or appropriate chairs / tables etc. that may be required. Ensure classroom is organised to promote	As necessary			As necessary or 2019

	independence and participation of all children				
School visits and trips	a) Ensure access for all children is maintained regardless of any disability, including ensuring arrangements are in place at trip location	As necessary	Visits coordinator / teachers/ SLT	Inclusion and accessibility	When necessary or 2019
Access to out of school activities	a) Ensure activities are planned for all children taking into account any disabilities, both in formal activities and playtimes, as well as after school. Provide specialist play equipment if practicable	As necessary	Teachers / SLT/ RV	Inclusion and accessibility	When necessary

Appendix 1 – definition of disabilities

For the purposes of the **facilities audit**, the access audit will be completed considering the following types of disability.

Wheelchair disability- A wheelchair is a chair fitted with wheels. The device comes in variations allowing either manual propulsion by the seated occupant turning the rear wheels by hand, or electric propulsion by motors. There are often handles behind the seat to allow it to be pushed by another person. Wheelchairs are used by people for whom walking is difficult or impossible due to illness, injury, or disability

Ambulant disability- The term ‘ambulant disabled’ refers to people with a wide range of disabilities who are not regular wheelchair users. This could include, for example, people who have diabetes, epilepsy, multiple sclerosis or cancer.

Dexterity and manipulation disorders might limit some individuals to walking only short distances, to avoiding stairs, and to moving slowly. A wide range of conditions may limit mobility and/or manual dexterity. Among the most common are partial or total paralysis, amputation or severe injury, arthritis, muscular dystrophy, multiple sclerosis and cerebral palsy. Additionally, respiratory and cardiac diseases, which are debilitating, may consequently affect mobility. Any of these conditions may also impair the strengths, speed, endurance, coordination, and dexterity necessary for proper hand functioning.

Visual impairment or low vision is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses, and reduces a person's ability to function at certain or all tasks. This may include total blindness.

Hearing impairment is a partial or total inability to hear. An affected person may be described as hard of hearing.

Learning difficulty/ learning disability-Any learning or emotional problem that affects, or substantially affects, a person's ability to learn, get along with others and follow convention or a significant, lifelong condition that affects development and leads to help being required to - understand information, learn skills and cope independently.

Appendix 2 – Visit by SEN governor to the school to assess how the school meets individual needs of pupils with a disability

Wheelchair Disability

To assist wheelchair users, the school currently has ramps and 2 lifts in place. A further ramp may be needed for KS1 area. There are currently no wheelchair users in attendance.

Ambulant Disability

Cases of ambulant disability are individually assessed to best meet the required need.

- Staff are regularly trained in the use of epi pens
- Where required staff are trained how to test sugar levels and deliver insulin
- Children's photos are in the staff room so all staff are aware
- Care plans are drawn up for each individual, where required

If needed advice and information is sought from other agencies

There is a Medical Policy

Dexterity and Manipulation disorders

Currently there are no pupils in school with these conditions. However in this situation the specific needs of the child would be assessed to ensure the right support was in place. This could include special furniture or equipment

Visual impairment or low vision

In these instances there are many ways the school can support, including,

- Using exercise books with wider line spacing giving children more space to write
- The use of laptops and tablets to enlarge font size
- Using colours and writing that stand out, easier to see
- There are yellow lines on the edge of the outside steps
- Teachers and staff are aware and make necessary adjustments
- Where there are specific needs staff involved are trained as required

Hearing impairment

As with vision there will be aids that can help and will be tailored to the specific need. Again teachers and staff will be aware and make adjustments where necessary, maybe seating a child near the front, using visual aids etc.

Learning difficulty/learning disability

In school this is covered by the inclusion policy.

Tailored help and support is provided to meet the individual need.

An Individualized Educational Plan is drawn up if required.