

Northchapel Primary School Accessibility Plan 2019-2022

Purpose of the Plan

The purpose of this plan is to show how Northchapel Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

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. eg. handouts, timetables, 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.

Northchapel 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 majority of the school buildings and playground are accessible for a child in a wheelchair, thanks to the access adaptations made to the school in 2008/9. The main corridor of the building has a lift, as an alternative to steps, which is specifically designed for wheel chair use. There is a disabled toilet in the main corridor and in the Scola classroom block. Slopes were added to enable a child in a wheelchair to access the majority of doors and access into the outdoor classroom. The swimming pool also has disabled access via a slope.

The Current Range of Disabilities within Northchapel Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, Type 1 diabetes, genetic conditions and other minor medical conditions. When children enter school with specific disabilities, the school contacts the Local Authority professionals for assessments, support and guidance for the school and parents. We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff, on the staff noticeboard and in the first aid room. 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 according to our Medicines in School Policy.

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Targets	Strategies	Outcome	Timeframe	Previous achievements	Achieved
Equality and Inclusion					
To ensure that the accessibility plan becomes an annual item at the FGB meetings	Clerk to governors to add to list for FGB meetings.	Adherence to legislation and to ensure equality and inclusion items remain high on the agenda.	Annually.	Ongoing – added to FGB agenda	Needs further focus to ensure it is reviewed annually.
Physical Environment					
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going.	New premises officer regularly checks grounds and accessibility.	Premises Governor to carry out moderation and audit and report back
To create an effective plant growing area that is accessible to all and can improve the curriculum for science, cooking and health.	Use parents and other professionals to develop ideas and create a plan for the area behind Beech Class.	Children are able to grow their own plants and vegetables.	2016-2018	Staff from Preschool team paid from Sports and outdoor education grant to work with teams of children to design and build the Wildlife Garden. In the process of completion 2018-19. Growing area and wildlife garden. Now needs a focus from teaching staff to be used in curriculum subjects.	
Curriculum					
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going	Diabetes Training Emotional well-being ELSA training Narrative stories	See training log for staff. Training carried out this year but continuing next year with Autism training

To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	All children able to attend Beech Class residential with support given for ADHD and Diabetes. Area for on-going work, supporting children on bus to attend after school clubs	
To ensure all children, particularly those who travel in by bus, are enabled to attend an extra-curriculum club	Offer clubs at different times Target specific children identified from club register	All children are able to attend a club and build social skills, self-esteem and specific skills.	2019-2020	There has been improvement in engagement with clubs but certain children still do not attend any.	
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, readers, rest breaks, use of equipment etc. will be applied as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	Support given where needed this year to enable all children to have access. Children with concentration difficulties were given small room and 1-2-1 support with a rest break. Children with anxiety issues were supported with practice for tests and time to talk sessions. Continue as required each year.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills. All children supported to attend Forest School sessions with provision of additional adults.	Reviewed termly by SENDCo	Colour cards to support dyslexia and readers, maths equipment, support for autistic child	
WRITTEN/OTHER INFORMATION					
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary	As needed	Support given to EAL families via verbal and email to support	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly	PLP meetings held at different times to support parents, additional parents evening times offered.	

Reviewed by Governors in the Teaching and Learning Committee: July 2019

Next Review: July 2020