

**Peppard Church of England Primary School**

**ACCESSIBILITY PLAN**

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| **Approved by:** | Health and Safety Committee | **Date:** February 2018 |
| **Last reviewed on:** | March 2021 | |
| **Next review due by:** | March 2024 | |

**Accessibility Plan**

The scheme will be supported by detailed action plans and incorporated into our School Improvement Plan, with oversight of the governing body so that progress can be checked.

The Action plan will show:

• clear allocation of lead responsibility;

• clear allocation of resources;

• an indication of expected outcomes or success criteria;

• clear timescales;

• a specified date and process for review.

1. **The physical environment**

We will endeavour to improve provision for disabled students and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

* Access to the school, by installing setting-down and picking-up points, ramps, handrails and hoists as necessary;
* Movement around the building, for example by adaptations, such as improved colour schemes, for people with impaired sight; lowered handles for doors;
* Visual steps on stairs;
* Accommodation within the building, by providing toilets for disabled students, sound-proofing for students with impaired hearing and soundfield systems to enhance acoustic noise in targeted classrooms;
* Medical room for physiotherapy etc;
* Sinks and portable ovens and hobs;
* IT, by selecting appropriate hardware and software;
* Signage, by putting it in clear print.

1. **The curriculum**

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all students can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that students with disabilities can participate.

1. **Information**

Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as Braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognized symbol system, or through ICT.

**Staffing**

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities. Should a member of staff become disabled, the governing body will make reasonable adjustments to that person’s employment arrangements, or to the premises, in order to enable them to continue in post. All members of staff are entitled to professional development and training and are expected to take advantage of a continuous programme of professional development. Peppard Primary School will liaise with specialists to support individual students. Specialists include: physiotherapists, occupational therapists, educational psychologists, etc.

**Health and safety**

Members of staff follow the school procedures both for the storage and for the administration of medicines to students. We also have procedures for when blood or other bodily substances have to be cleared away. The school has members of staff qualified in giving first-aid treatment and the emergency services will be called, should they be required.

We always take account of disabilities, be they the students’ or their parents’. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

**Reporting**

The school will report annually to the Full Governing Body on the progress made on the action plan and its effect on policy and practice within the school.

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| 1. **Access to the Physical Environment** | | | | | |
|  | Targets | Strategies | Timescale | Responsibility | Success Criteria |
|  | School staff are aware of the access needs of disabled children, staff and parent/carers | Create access plans for  individual disabled children as part of IEP process  Include questions in the  confidential pupil information questionnaire about  parents/carers' access needs and ensure they are met in all events  Undertake confidential  survey of staff and  governors to ascertain  access needs and make sure  they are met in meetings etc. | As necessary  September 2021  December 2018  December 2021 | SENDCo  Headteacher  Headteacher | Individual plans in place for all disabled pupils and all staff aware of all pupils’ access needs.  All parents able to fully access all school activities  Raised confidence of staff and governors in their commitment to meet access needs |
|  | Ensure that disabled pupils can be safely evacuated | Put in place Personal Emergency Evacuation Plan for identified pupils, where and when necessary | Termly | Headteacher | All disabled children and staff working with them are safe and confident in the event of a fire |
|  | Make entry to school site / moving around site more accessible for wheelchair users and others | Consult with parents of disabled child(ren)  Staff ensure that areas around their classrooms | As necessary | Headteacher  All staff | Disabled children are able to access school site |
|  | To ensure adequate toilet facilities are available on site | Check adequate space in room | Daily | Headteacher | Accessible/disabled toilet on site working |
| 1. **Access to the Curriculum** | | | | | |
|  | Targets | Strategies | Timescale | Responsibility | Success Criteria |
|  | Ensure all teachers and TAs have access to specific training on disability issues | Use staff audit to identify training needs and inform Professional Development process | Nov 2021 | SENDCo | Raised confidence of teachers TAs in strategies for differentiation and increased pupil participation |
|  | Ensure all staff are aware of disabled pupils’ curriculum access | Set up system for information to be shared with appropriate staff (including lunchtime supervisors) | As necessary | SENDCo | All staff aware of individual pupils’ access needs  All staff are aware of individual care plans for pupils with specific  allergies, medical needs |
|  | Ensure all relevant staff are aware of, and able to use, SEN software and resources | Look for CPD opportunities through OCC | As necessary | SENDCo | Resources are good and used well |
|  | Ensure all staff have undertaken disability equality training | Staff/TA meetings  Additional meeting for lunchtime staff | September 2021 | Headteacher | All staff work from a disability equality perspective |
| 1. **Access to Information** | | | | | |
|  | Targets | Strategies | Timescale | Responsibility | Success Criteria |
|  | Review information to parents/carers to  ensure it is accessible | Consult parents/carers about access needs when child is admitted to school  Review all letters home to check that they are written in  Plain English  Produce newsletter in  alternative formats e.g. large print, Braille according to need | As necessary | Headteacher | All parents receive information in a format that is accessible |
|  | Inclusive discussion of access to information in all annual reviews | Consult with parents/carers and children about access to information and preferred formats in all reviews  Develop strategies to meet needs | At Parent consultations | All teaching staff | Staff more aware of pupils’ preferred methods of communication |
|  | Review school brochure and website design | ensure both explicitly welcome disabled children and those with SEN | September 2021 | Headteacher | Parents feel confident in the  information they have about the school. |