

Loseley Fields Primary School Accessibility Plan 2016-2019

Loseley Fields Accessibility Policy

1. Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010.

The duty under the Equality Act 2010 is that schools collect and publish equality information, and publish equalities objectives. This duty has existed since 2012.

School governors are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over a prescribed period.

A disabled person is:

“Someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.” Equalities Act 2010

- 1.1 Loseley Fields Primary School is actively committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 1.2 We plan, over time, to continue to improve the accessibility of provision for all pupils, staff and visitors to the school.
- 1.3 We acknowledge that there is a need for continuing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
- 1.4 This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Single Equality Policy
 - Health and Safety Policy
 - SEN Policy
 - SEN Information Report
 - Behaviour Policy
 - School Development Plan
 - School Mission Statement

2. Improving Accessibility

The Accessibility Plan will contain relevant actions to:

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- 2.1 Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - 2.2 Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their peers; if a school fails to do this they are in breach of the disability discrimination act. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - 2.3 Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities including information on parent mail and the school website. Examples might include hand-outs, timetables, newsletters, textbooks, posters and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- ### 3. Making it happen
- 3.1 An Accessibility Plan will be drawn up to cover a three-year period. The Senior Leadership Team and the Governing Body will review the Accessibility Plan annually.
 - 3.2 The Plan will be monitored through the Resources sub committee of the full governing body.
 - 3.3 The Accessibility Plan will be available to all children, staff, parents and local community representatives, who will be invited to contribute to the review process.
 - 3.4 The Action plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly with local authority support. If needed, the school will seek the specialist advice of healthcare professionals including physiotherapists and occupational therapists to meet the needs of individual children.
 - 3.5 The School Website will make reference to this Accessibility Plan.
 - 3.6 As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
 - 3.7 The School's complaints procedure covers the Accessibility Plan.

4. Getting hold of the School's Plan:

4.1 The School's Accessibility Plan will be available on the school website.

4.2 The School's Accessibility Plan will be available as a paper copy for any parent to have access to.

Improving the Physical Access to the School

Target	Actions	Responsibility	Time-frame	Outcome
Improve awareness of accessible parking for all school users.	Repaint markings of disabled space and improve signage.	School Business Manager/ School Caretaker	During Summer holiday 2016.	School users are aware of accessible parking and able to use this successfully.
Improve accessibility to main building classrooms from playground.	Move portable ramp from current position to aid access to Reception classrooms.	School Caretaker	During Summer holiday 2016.	Step free access to Reception classroom is in place.
	Highlight all thresholds with high visibility tape to remind children/adults that there is a step there.	School Caretaker with SENCo	During Summer holiday 2016.	School users with disabilities are aware of changes in level and can access all areas of the school safely.
	Investigate the cost of installing permanent ramps to each classroom or purchase of additional portable ramps.	SENCo with Premises/Resources committee.	Planning to be completed during school year 2017-2018.	All classrooms in main building are accessible from the playground using step-free access.
Corridors and fire exits remain accessible to children with disabilities	All staff to be aware of keeping corridors, fire exits and passage around the classrooms accessible for children with	SENCo with all staff	September 2016 Revised September 2017	All areas of the school remain accessible to school users with disabilities at all times of the day.

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Target	Actions	Responsibility	Time-frame	Outcome
	disabilities. SENCo to remind via briefing.			
Children with disabilities can access all their lessons.	Plan learning so that teaching of classes that include pupils with physical disabilities are held on the ground floor or music lessons take place in classroom rather than music room, which has no step free access.	SENCos with SLT	In place for September 2016	Children with physical disabilities can access all areas of the school.
Improve access to toilet facilities for all school users.	Replace taps for one basin in each toilet with accessible taps where needed so that children with physical disabilities can operate and that taps are not left on causing wastage.	School Business Manager	Complete in KS1 toilets by September 2016	All school users can access toilet facilities independently.
	Ensure that any accessible toilets are not used for storage of resources and remain accessible.	School Caretaker with all staff	September 2016 and ongoing	
	Build an accessible toilet within LAN centre so that users have their own accessible facilities.	SCC team for improving LAN facilities	Timeframe to be confirmed.	

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Target	Actions	Responsibility	Time-frame	Outcome
Provide Step Free access to all areas of the playground.	SCC to improve access to building with LAN Centre to remove current step. Repaint step edges to ensure that they remain visible.	SCC team for improving LAN facilities School Caretaker	Timeframe to be confirmed. In place for September 2016	School users with disabilities can access all areas of the playground easily.
Ensure continuing access to garden and farm area.	When current surface is replenished, consider choice of surface to facilitate wheelchair users and ensure continuing access to raised beds and chickens.	School Caretaker with School Business Manager	When current surface is replaced.	All school users have easy access to the garden and farm area.
Improve access to the Peace Garden for all school users.	Review access to garden as part of long term plans for space. Ensure that children with physical disabilities can access the rabbit hutch, if not consider relocation of rabbits to more accessible location within school. Look at developing a sensory garden in another	School Business Manager SENCo with School Caretaker SENCo	During School Year 2017-2018	All school users have easy access to the Peace Garden.

Target	Actions	Responsibility	Time-frame	Outcome
	part of the school.			

Improving the Curriculum Access

Target	Actions	Responsibility	Time-frame	Outcome
All teachers and teaching assistants are able to differentiate the curriculum to meet the needs of all learners.	<p>Undertake an audit of staff training needs and use this to contribute to teacher and TA INSET for year ahead.</p> <p>Training programme reflects the needs of all learners, including those in the LAN Centre.</p> <p>Loseley Teachers' Toolkit has information for new members of staff.</p> <p>SEND handbook September 2017</p>	SENCo with help from SLT	Begin September 2016 ongoing.	Increase in access to the National Curriculum for all pupils.
All teachers and teaching assistants are able to meet the needs of learners with social, emotional and mental health needs, including attachment disorders.	<p>Access Surrey training for those staff working directly with pupils affected.</p> <p>Disseminate messages from key training via staff meeting and teaching assistant meeting time.</p>	SENCo with support from SLT	During academic year 2016-2017	All staff feel confident in meeting the needs of children with social, emotional and mental health needs.

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All teachers and teaching assistants are aware of the difficulties faced by children with English as an Additional Language (EAL) and can plan the curriculum appropriately.	Buy in to Surrey REMA Services. Use of professional support to ensure that all children with EAL have full access to the curriculum. School has purchased one day of REMA support for School Year 2017-2018/	SENCo	Ongoing	All staff have an understanding of how to support children with EAL. Children with EAL make good progress in comparison with their peers.
All out of school activities are planned, where reasonable, to ensure the participation of the whole range of pupils.	Review all out of school provision to ensure compliance with disability and accessibility legislation.	All staff	As needed	All out of school activities are conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
Classrooms are organised to promote the participation and independence of all pupils.	Ensure that teachers have information regarding the needs of individual pupils in their class so that they can plan the environment carefully.	SENCo with all staff	As needed	Lessons are well prepared so that adjustments for pupils with disabilities and individual needs become part of the planning process and all children have immediate access to learning.
Training for awareness and raising of disability issues (Dyslexia, autism,	Provide training for governors, pupils, staff and parents.	All Staff	As needed.	Whole School community awareness of issues relating to access.

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hearing impairment, visual impairment).	Discuss perception of issues with staff to determine current status of school.			
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Improving the delivery of written information

Target	Actions	Responsibility	Time-frame	Outcome
Standard written communications to be easily accessible.	All documents to have a clear font and to have a minimum font size and spacing.	Office Team/SLT/ All Staff	September 2016 onwards	All school information is easily accessible.
Availability of written material in alternative formats when specifically requested.	School to make itself aware of services available for converting written information into alternative formats.	SENCo with office team	As needed	Delivery of information to disabled pupils improved.
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested.	SENCo with office team	As needed	Delivery of school information to all stakeholders (including parents and the local community) improved.
Raise the awareness of	Arrange training courses	All staff	As needed	School is more effective in

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adults working at and for the school on the importance of good communication systems.				meeting the needs of all pupils.
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