

Salisbury Primary School



Inspire, Believe, Excel

Accessibility Policy

December 2016-2019

Approved by:

FGB

Date:

Last reviewed on:

December 2016

Next review due by:

December 2019

Salisbury Primary School Accessibility Plan

Context of the Plan

The Equality Act 2010 came into force on the 1st October 2010 and replaced existing equality legislation including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that schools 'cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

Aims of the Plan

The plan sets out how we will:

- 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.
- 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 are the able-bodied pupils. 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.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Definition of a Disability

The definition of a disability is a wide one.

A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Context of the School

Salusbury Primary School is a three form entry primary school built in 1902 with approximately 650 places, including a nursery. The school comprises of a large main building with a separate nursery,(the upper level accommodating the staff room), the school canteen, (with upper levels providing teaching rooms and a well- equipped art room. There is also 'The Cottage', which was previously the on-site caretakers accommodation. This building is now used for teaching small groups.

There are twenty-one class rooms spread over the three floors and two large halls, one on the ground floor, the other on the third floor. There are also teaching rooms and offices in-between the floors. There are two staircases at opposite ends of the school. Salusbury World, a charity that helps refugees in the local area, have a large room, with a mezzanine floor on the ground floor.

There is disabled access on the ground floor only in the main school. There is a lift in the canteen building, providing access to all the floors.

Amongst the population of the school, there are currently no pupils who have a physical disability . The pupils have a range of needs and the school is supported by The Place to Be, Salusbury World, Speech and Language Therapy, Occupational Therapy, the Brent Outreach Autism Team, Educational Psychologists, and the Qualified school Welfare . We look to accommodate the needs of our staff and parent/carer population where there are physical disabilities.

School Aims

At Salusbury Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims:

- We want our school to be a safe, welcoming place where children enjoy learning, work hard and achieve their best.
- We aim to provide a high standard of teaching and learning in lessons that are inspiring, broad and balanced.
- We have high expectations of our children's behaviour and aim to help them develop into confident and self-sufficient individuals.
- We recognise and celebrate our rich and diverse school population.
- We aim to ensure that children, parents, carers and staff enjoy true equality of opportunity and feel valued as part of the school community.
- We aim to work with parents and carers as partners in their children's education.

Involving the Views of Others

The Premises Committee will be responsible for contributing to action plan priorities.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents.

How this Plan links to other Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Policy
- Health & Safety Policy
- SEND Policy
- School Improvement Plan
- Teaching and Learning Plan

Improving the Physical Environment Jonathan

AIM	Action	Lead	Resources	Time	Success Criteria	Cost
Improvements to help the visually impaired	<p>External steps to be highlighted in yellow/non-slip paint.</p> <p>Visual and tactile warnings at the top and bottom of steps.</p> <p>Braille signs on doors/equipment.</p>	BM FM	In house facilities staff. Cost of paint and overtime approx. £600	April 2016	Hazards highlighted to increase safety for visual impaired people.	Cost £600
Access into school and reception to be fully compliant	<p>Designated disabled parking</p> <p>Automatic doors to be fitted to main entrance</p> <p>Clear route through school for disabled people allowing access to the main reception.</p> <p>Suitable handrails on each side of the external ramps.</p>	BM FM	<p>To allocate a Disable parking bay on Lonsdale road.</p> <p>Contractors</p> <p>Areas must be regularly reviewed and maintained</p> <p>Contractors</p>	September 2016	Physical accessibility of school will increase after major capital building project.	<p>Cost £600</p> <p>Aluminium doors £3500x1</p> <p>Handrails £1000</p>

Improve independent access to the ground floor of the main building	Fit a ramp in the external door near medical room Improve signage to indicate alternative access routes	BM FM	Builders In house	September 2016	Physical accessibility of school will increase. Disabled people will have independent access to most of the ground floor areas.	£1000 £100
Improve signage to indicate Disabled parking bays	Signs to indicate disabled parking bays.	BM FM	In house	September 2016	Disable people will be aware of the designated parking bays.	£120
WC Provision & Changing areas	To provide a disabled toilet by the main entrance of the Main school building	BM FM	Contractors	September 2017	Physical accessibility of the W.C. will increase	£5000

Improving Curriculum Access

Aim	Action	Lead	Resources	Time	Success Criteria	Cost
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Children's emotional wellbeing is supported with the Place to Be	Councillor organises sessions and schedule of visiting councillors	Place To Be Manager	Place to Be office and Play room	On-going	Children's emotional development is well supported allowing them to achieve more fully at school.	????
Support sessions from the EP, SALT, (LA and in-house), and OT to give teachers and support staff support in meeting the needs of a range of learners.	Each of the services have set dates across the year	Inclusion Leaders	Cover for teachers to attend meetings with professionals	Dates arranged over the year	Teachers feel that they are able to support children with a range of needs more effectively within their day to day teaching	Cover teacher fees?
Interventions and provision for SEND children are run by well-trained support staff and monitoring and evaluation shows they are effective	Review provision maps Ensure that support staff delivering interventions, are appropriately trained. Monitor the effectiveness of interventions.	Inclusion Leaders Pupil Premium Leader Subject Leaders? Year Leaders?	Relevant resources purchased for the particular intervention	Training as appropriate and offered by experienced staff members or LA. All interventions are monitored and impact measured at end of intervention.	The school is running effective interventions that allow children to make gains in their learning over and above the gains they may have made in class.	Cost of any training required. Cost of purchasing interventions.
Ensure that pupils have equal access to curriculum	Something abt PP chn?	Pupil Premium Leader AJ?	Provided within the club	2015-2016	Monitoring of PP children's participation in clubs.	??????

enrichment opportunities regardless of economics back-ground.						
Appropriate use of specialised equipment to support pupils and staff	Examples include lpads, sloping boards, sit and move cushions, coloured overlays, pencil grips, fiddle toys	Inclusion Leaders	Wide ranging – according to need	2015-2016 2016-2017	Children have access to equipment recommended for them by specialist services	SEND budget

Improving the Delivery of Written Information

Aim	Action	Lead	Resources	Time	Success Criteria	Cost
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For relevant teachers to support children by using alternative methods of communication	Appropriate staff to be trained on using Makaton-visual communication	Speech and Language Therapist (in-house)	Makaton manual	On-going	Children are able to develop understanding of tasks and activities in ways other than through written formats	Speech and Language Therapist. Release time (if required) for teacher and LSA/TA
To explore and use simple and clear methods of communicating with parents.	Text messaging Website School newsletter Downstairs office TV?	Office Staff ICT Leader School Governor?	Various IT resources	On-going	Parents feel that they are informed about key things in a clear way.	Various
There is availability of written materials in alternative formats when specifically requested by parents	The school will use the expertise of the EAL team and Salusbury World to convert written information into alternative formats	EAL Office Staff	EAL and Salusbury World Teams Photocopier	By July 2016?	The school is able to provide information in alternative formats when requested.	