



# INDIAN QUEENS COMMUNITY PRIMARY SCHOOL

## Accessibility Plan 2019-2020

### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

### **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.

### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

### **Principles**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat pupils with disabilities less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties Hub Councillors have regard to the Equality Act 2010

- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Increasing Access for disabled pupils to the school curriculum**

*This 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.*

- All children have access to a personalised curriculum wherever required: staff are trained to meet a wide range of needs and have experience of adapting planning and resources according to need.
- Children with disabilities have access to all after school clubs and other extra-curricular learning opportunities, in consultation with parents. Staging for drama, class assemblies and school productions now includes a ramp to enable full access for pupils with a disability.
- Flexible arrangements are put into place where possible to enable children with disabilities to attend educational visits and school camps.

### **Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

- Significant developments in recent years have brought full disabled access to the entire school site, inside and outside.
- There are 4 accessible toilets, one of which is also a wet room with shower.
- Ramps, wider doors and handrails have been installed. There is flat direct access from almost every classroom and automatic release doors in case of emergency evacuation.
- 2 accessible refuge areas with telephones have been created in the new Reception block which is situated above ground level.
- There is a wheelchair lift from the school reception to the main school corridor.
- Designated parking spaces for pupils or parents with a disability are situated immediately outside the main reception.

### **Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to pupils with a disability. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

- All school documents can be made available as necessary in adapted formats.
- All signage around the school site has been installed according to guidance regarding visibility for those with a visual impairment.

- **Financial Planning and control**

The head teacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

<b>Compliance with the Equality Act</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Staff awareness of key principles of the Equality Act 2010	Annual refresher – Equality Act	Leadership team	Annual - Sept	n/a	

<b>Access to the physical environment - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Enhanced wheelchair access to playing field	Seek options for improvement – difficult for wheelchairs to access slope when grass is long or wet.	School /Aspire	Medium	1 year	<b>SR and Alistair Sneddon met with</b> Paul Renowden Oct 2019 to discuss wheelchair access to current

					and new outdoor development
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<b>Access to the curriculum - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>

<b>Access to information advice and guidance - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>No outcomes identified- regular review</b>					

