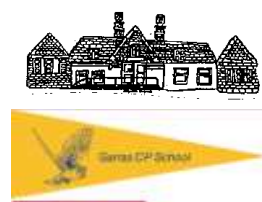


# GARRAS AND SITHNEY

## PRIMARY SCHOOLS

### **Accessibility Plan**



#### **Introduction**

This plan has been guided by our vision and aims. At Garras & Sithney CP Schools we are committed to creating an environment which secures the inclusion of all children, staff, parents, carers and visitors. We aim to reduce and eliminate barriers to access the curriculum and so lead to a full participation. Through developing an ethos of awareness, we aim to challenge any negative attitudes which may exist in relation to disability of any kind.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Disability is defined by the Disability Discrimination Act 1995 (DDA) as: "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."

Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- plan to increase access to education for disabled students.

In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools and local authorities.

At Garras & Sithney CP Schools we have a general duty to:

- promote equality of opportunity between disabled people and others;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

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It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **Our Aims**

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

## **Action Plan**

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and co-ordinated by the governors and head teacher.

The plan will be made available on request.

Evaluation of the progress of the plan will be made by the governing body through an annual report.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Garras & Sithney CP Schools.



## AUDIT OF CURRENT PROVISION & ACTION REQUIRED

### 1. Curriculum Access

<b>Statement</b>	<b>Evidence</b>	<b>Action Required / When?</b>
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	INSET records for individual and whole school training.  Additional records for individual training.  External Agency written reports and advice.	Regular SEN Staff Meetings updating advice and planning requirements
Appointment of TA to work closely with physically disabled pupils.	TA appointed in school.	
Pupils with emotional, social and behavioural difficulties are supported in school.	Behaviour Support Base attached to school provide advice to staff on request.  Learning Mentor provides 1:1 and group support.	
Classrooms are optimally organised for disabled pupils	Classroom space is large and staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.	Consider Year Group classroom changes to best meet the needs of disabled pupils.  <i>As need arises</i>
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs.	Lesson observation records.  Lesson Plans  IEPs	Continue to implement personalised learning when appropriate.  <i>Continuous</i>
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.	
Staff recognise and plan for the	All staff aware of needs &	

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additional time and effort needed by some disabled pupils including slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities etc	detailed in planning/IEPs  Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.	
All staff plan for additional time required by some disabled pupils to use equipment.	See planning	
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport	Specialist equipment and 1 to 1 staffing if required	
ICT equipment is provided for & has been fitted with additional software/hardware to allow access for disabled pupils.	Enlarged keyboard, joystick & switches, large screen and correct audio equipment and environment for hearing loss.	Links with Specialist Advisory Support Service to provide updated software <i>as and when appropriate.</i>
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate.  ALL risk assessments include info re. Disabled pupils. H&S policy	Provision must be made for wheelchair users –this may be a member of staff driving the pupils/staff members motability vehicle
All staff have high expectations for all pupils	Lesson Observations, tracking & target setting in place.	
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, IEP Reviews, Weekly staff meetings (Regular TA, MSA & SMT meetings)	

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## AUDIT OF CURRENT PROVISION & ACTION REQUIRED

### 1. Physical Access

Statement	Evidence	Action Required/ When?
The entrance to the school is fully accessible	The door is wide enough to accommodate a wheelchair and on one level.	Access intercom may need to be lowered for wheelchair users <i>As and when required</i>
The layout of areas such as classrooms, hall, library, dining hall, reception, playground & field allows access for all pupils. Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs, and steps.	All the doors are wide enough to accommodate a wheelchair.  There is full access from the school to main outside play area.  <b>There is a ramp leading from the Foundation stage classroom to their outside play area.</b>	
Access between classrooms	All doors wide enough and access available	<b>Step between Foundation and KS1 may need a portable ramp</b> <i>As required</i>
Pathways around school are safe and well signed.	Good signage, clear corridors and good lighting.	
Parking arrangements for all are logical and safe.	Large dropping off space by front entrance for pupils	Clearly marked disabled parking bay <i>if required</i>
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult.	
Disabled Toilet facilities have	Installation of fully equipped	

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sufficient room to accommodate a toileting chair.	disabled toilet.	
Signs are uncomplicated, and unambiguous.	See signage around school.	
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.		When school is redecorated advice regarding best colour scheme to meet the needs of pupils with visual impairment, autism or epilepsy will be sort from appropriate SEN Service and advisors.
All areas are well lit	Audited by H&S	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately.  All classes are fully carpeted in the main work/teaching area.	Hearing loop available and to be installed <i>as and when necessary</i> .
Furniture and equipment selected, adjusted and located appropriately, e.g low level sinks, provision of tables with adjustable height for wheelchairs, tray tables fitted to wheelchair, standing frames, writing slope, wedge support	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate or use of pupils own equipment.	

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## AUDIT OF CURRENT PROVISION & ACTION REQUIRED

### 1. Access to Information

<b>Statement</b>	<b>Evidence</b>	<b>Action Required / When?</b>
<p>Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g. positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.</p>	<p>External advice given by specialists.</p> <p>Lesson observations.</p>	<p>Staff Meetings to discuss <i>when needs arise</i></p>
<p>The school will liaise with School support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.</p>		<p><i>As appropriate and when requested.</i></p>
<p>The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g. by reading aloud, using overhead projectors/PowerPoint presentations etc</p>	<p><b>Interactive white boards used in KS2 and foundation classroom (which can be accessed by KS1) &amp; overhead projectors.</b></p> <p>For parents who cannot read, information can be read to them.</p> <p>Separate report can be requested to be sent if a parent does not live at same address</p> <p>Website updated regularly &amp; weekly news letter sent to all parents by hand or e-mail, depending on arrangements made with individual parents and carers</p>	

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