



 Mr. Gary Spracklen - Headteacher (@Nelkcarps)
 Maiden Castle Road, Dorchester, Dorset. DT1 2HH
 01305 257120  office@princeofwales.dorset.sch.uk
 <http://www.princeofwales.dorset.sch.uk>

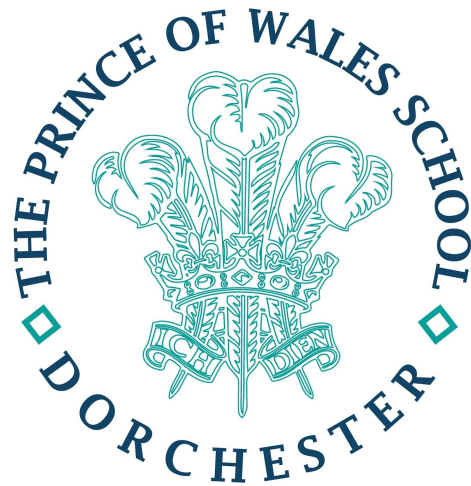
ACCESSIBILITY POLICY AND PLAN

Date formally approved by the Full Governing Body	Pending Approval - Tuesday 6th March 2018
Name of Authorisation Signatory	Chair of Governors - Mr Martin Butcher
Signatory and Date	<hr style="width: 80%; margin-left: auto; margin-right: 0;"/> Tuesday 6th March 2018

Dorset Model Policy: Yes	Next Review Date: March 2021	Other Relevant Policies: See Page 3
Responsible for Implementation and Monitoring -	Gary Spracklen - Headteacher Julia Nineham - SENDO All Staff, Volunteers and Governors	

...where we are all inspired to learn

The Prince of Wales School



ACCESSIBILITY POLICY AND PLAN

Adopted by the Governing Body on
Tuesday 6th March 2018

...where we are all inspired to learn

...where every child matters

...where we are all inspired to learn

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for **The Prince of Wales School**.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy and related SEN information report;*
- *Policy for Supporting pupils at school with medical conditions;* and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy

...where we are all inspired to learn

- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

3. Our vision and aims

The Prince of Wales School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen. The school has always admitted physically disabled children since opening in 1994. Consequently, when curriculum policies are reviewed, the curriculum access needs of all children are taken into account. The School Brochure has always included a reference to accessibility for the disabled.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

...where we are all inspired to learn

4. Current good practice

Identification

The Prince of Wales School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

The Prince of Wales School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of ASD on learning;
- staff INSET training regarding sensory impairments and the school environment;
- organising classrooms so that they promote the participation and independence of all pupils;

Physical Environment

The Prince of Wales School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- dedicating 3 parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet with shower and changing facilities;
- ensuring that there is good lighting throughout school, making use of natural light where possible
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;

...where we are all inspired to learn

Information

The Prince of Wales School already makes written information more accessible to disabled pupils through:

- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to The Prince of Wales School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

...where we are all inspired to learn

The Prince of Wales School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Prince of Wales School's Accessibility Plan will be implemented by **Gary Spracklen, Headteacher**.

Sufficient resources will be allocated by The Prince of Wales School to implement this Accessibility Plan.

6. Monitoring

The Prince of Wales School's Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Health and Safety Link Governor Role, currently held by Martin Butcher (Chair of Governors).

The governing body will monitor The Prince of Wales School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Prince of Wales School's Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Prince of Wales School's complaints procedure covers the Accessibility Plan.

...where we are all inspired to learn

THE PRINCE OF WALES SCHOOL ACCESSIBILITY PLAN - MARCH 2018 to MARCH 2021 : Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p><i>Develop all teachers' knowledge and teaching assistants knowledge and understanding of a range of special educational needs, such as Autism, Physical Disability, Medical Need, Attention Deficit Hyperactivity Disorder, Hearing Impairment, Visual Disability, Speech and Language.</i></p>	<ol style="list-style-type: none"> <i>Staff awareness training provided by Vision Support Service.</i> <i>Staff awareness training provided by Hearing Support Service.</i> <i>Signalong training course scheduled for February 2018 for Year 1 teacher.</i> <i>Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist</i> <i>Pupils with medical needs will be provided with an Individual Healthcare Plan in line with Supporting pupils at school with medical conditions.</i> 	<p><i>SENCo</i></p> <p><i>SENCo</i></p> <p><i>Year 1 teacher</i></p> <p><i>Senior Leadership Team</i></p> <p><i>Senior Teaching Assistant with responsibility for children's medical needs.</i></p>	<p><i>By 25/01.18</i></p> <p><i>By 03/05/18</i></p> <p><i>By 28/02/18</i></p> <p><i>On-going</i></p> <p><i>Reviewed every September, but amended, as necessary, during the academic year.</i></p>	<ul style="list-style-type: none"> <i>Pupils and their families feel supported and their needs understood;</i> <i>Pupils with SEND have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs;</i> <i>Pupils with SEND continue to achieve in line with their ability;</i> <i>Teachers and support staff are confident in meeting the needs of pupils with SEND and know how to support them, including in an emergency.</i>
<p><i>All out of school activities are planned in advance to ensure that all pupils with a disability are able to take part.</i></p>	<ol style="list-style-type: none"> <i>Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training</i> <i>Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for</i> 	<p><i>Headteacher and responsible governor</i></p> <p><i>Senior Leadership Team</i></p>	<p><i>On-going</i></p> <p><i>On-going</i></p>	<ul style="list-style-type: none"> <i>No out of school activities are planned without consideration of how pupils with a disability will be included;</i> <i>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements;</i>

...where we are all inspired to learn

physical access, to ensure sensory needs can be catered for, etc.

THE PRINCE OF WALES SCHOOL ACCESSIBILITY PLAN - Jan 2018 to Jan 2021: Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
<p><i>The outside areas of the school:</i></p> <ul style="list-style-type: none"> • <i>Thresholds and steps</i> • <i>Pavements</i> • <i>External lighting</i> 	<ol style="list-style-type: none"> 1. <i>Adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision.</i> 2. <i>Review levels, gradients, cambers and gullies in proximity to all pathways, define footpath edges where necessary and provide tactile paving at key areas</i> 3. <i>Ensure external lighting is operational, adequate and considers pollution and local issues;</i> 	<p><i>Headteacher & Caretaker</i></p> <p><i>Caretaker</i></p> <p><i>Headteacher & Caretaker</i></p>	<p><i>As Required</i></p> <p><i>By Summer 2019</i></p> <p><i>By Summer 2018</i></p>	<p><i>TBC</i></p> <p><i>TBC</i></p> <p><i>TBC</i></p>	<ul style="list-style-type: none"> • <i>The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards;</i> • <i>Pupils with disabilities and their families are easily and quickly able to access the school building.</i>

...where we are all inspired to learn

THE PRINCE OF WALES SCHOOL ACCESSIBILITY PLAN - JAN 2018 to JAN 2021 : Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<i>The availability of written information in accessible formats needs to be reviewed</i>	<ul style="list-style-type: none"> • <i>Staff training regarding sensory impairments and the school environment;</i> • <i>providing 'easy read' versions of our school policies;</i> • <i>adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;</i> • <i>modifying worksheets and curriculum content into large font for pupils with a visual impairment;</i> 	<p><i>SENCO</i></p> <p><i>office staff</i></p> <p><i>SENCo; Class teachers; Teaching Assistants</i></p>	<p><i>By Summer term 2018</i></p> <p><i>By Summer term 2018</i></p> <p><i>By February 2018</i></p>	<ul style="list-style-type: none"> • <i>All future written information is designed with the specific needs of disabled pupils in mind;</i> • <i>Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means;</i> • <i>Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.</i>

...where we are all inspired to learn

<p><i>The awareness of adults working at needs to be raised, regarding the importance of using a range of ICT and communication systems according to individual need.</i></p>	<ul style="list-style-type: none"> • <i>Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs:</i> • <i>Use of pre –writing and early writing software to support recording of written learning (Dexteria and Dexteria Junior);</i> • <i>Clicker 7;</i> • <i>Use of head switches to operate software</i> • <i>Mirroring software: ‘Join Me’</i> 	<p><i>Headteacher; ICT Co-Ordinator; SENCo</i></p> <p><i>Headteacher; ICT Co-Ordinator; SENCo</i></p>	<p><i>By September 2018</i></p> <p><i>By Summer 2018</i></p>	<ul style="list-style-type: none"> • <i>Staff are aware of the different ways in which pupils take on and learn new information;</i> • <i>Staff are aware of the different ways in which pupils can record their learning;</i> • <i>The school is more effective in meeting the needs of pupils with a disability;</i>
---	--	---	--	---