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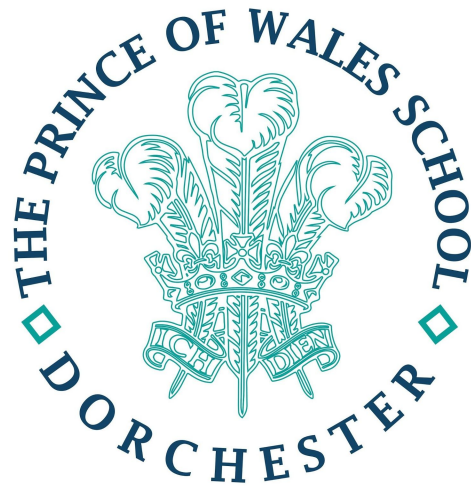
ACCESSIBILITY POLICY AND PLAN

Date formally approved by the Full Governing Body	Approved - Tuesday 19th November 2019
Name of Authorisation Signatory	Chair of Governors - Mr Martin Butcher
Signatory and Date Tuesday 19th November 2019	

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

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The Prince of Wales School



ACCESSIBILITY POLICY AND PLAN

Adopted by the Governing Body on
Tuesday 19th November 2019

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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

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- 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.

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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 assistive technology, specific to individual children's needs, such as head switches, joy sticks, enlarged keyboards, Clicker 7 software
- wheel chair skills training
- 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 Dyslexia and Attachment Trauma on learning;
- staff INSET training regarding Epilepsy and Buccalam medication; Nippy Cough Assist technology (to support a child with a diagnosis of Muscular Dystrophy; use of a defibrillator to support a child with diagnosis of Hypertrophic Cardiomyopathy;
- provision of a defibrillator for school or community use
- organising classrooms so that they promote the participation and independence of all pupils;

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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 5 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;

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.
- using visual timetables to explain the routines for each day
- reducing the amount of written information for pupils; matching it to the pupil's level of readability
- presenting text on the page in a large and uncluttered way
- making text darker to provide a better contrast on the page
- ensuring that pupils have their own copy of a text, rather than to sharing
- using Arial or Comic Sans fonts
- using a desk slope to aid visual access and posture
- displaying materials at eye level or lower for ease of access
- use of the Proloquo2Go app as an alternative communication tool

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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.

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.

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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 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.

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THE PRINCE OF WALES SCHOOL ACCESSIBILITY PLAN - SEPTEMBER 2019 to SEPTEMBER 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"> 1. <i>Staff awareness training provided by Vision Support Service.</i> 2. <i>Staff awareness training provided by the Children's Physiotherapy Service: Muscular Dystrophy</i> 3. <i>Staff awareness training provided by the Teaching Alliance of Dorset Special Schools</i> 4. <i>Staff awareness training provided by the Community Nursing Service: administering epilepsy medication (Buccalam)</i> 5. <i>Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist</i> 	<p><i>SENCo</i></p> <p><i>SENCo/ Headteacher</i></p> <p><i>SENCo / Year 3 class teacher / Year 3 Senior TA</i></p> <p><i>Senior Teaching Assistant with responsibility for children's medical needs.</i></p> <p><i>Headteacher / SENCo / class teachers</i></p>	<p><i>By March 2020.</i></p> <p><i>By January 2020.</i></p> <p><i>By March 2020.</i></p> <p><i>First round of training completed: 03.09.19</i> <i>Follow-up training by end of Autumn term 2019</i></p> <p><i>On-going</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>

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	<p>6. <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>	<p><i>Senior Teaching Assistant with responsibility for children's medical needs.</i></p>	<p><i>Reviewed every September, but amended, as necessary, during the academic year.</i></p>	
<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>	<p>1. <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></p> <p>2. <i>Review all upcoming out of school activities, including residential visits and on-site sleep-overs to ensure that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc.</i></p>	<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>

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<p>The inside areas of the school:</p>	<p>3. <i>Ensure external lighting is operational, adequate and considers pollution and local issues;</i> On-going replacement of external lighting with LED lights.</p> <p>Internal doors: There is a long-term project to install fire doors for each of the classrooms. It would be aspirational for a section of these doors to open automatically so that wheel chair users are able to move around the school independently like their peers.</p> <p>Curtain around the toilet in the hydro pool. This measure is a priority to maintain children's dignity and privacy.</p> <p>Creating a storage area for children's equipment in Key Stage 2 cloakroom area.</p> <p>Dispense with the additional toilet in the Year 3 area. Open the area up by knocking down the front wall to make an alcove. An electrical socket could be installed so there is a charging facility. Some equipment stored in the Therapy Room could also be housed here.</p>	<p>Headteacher / Caretaker</p>	<p>As required</p>	<p>TBC</p>	<ul style="list-style-type: none"> • <i>The areas inside 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 different areas within the school building.</i>
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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?
<p><i>A continued focus on ensuring that availability of written information is available in accessible formats for all children</i></p>	<ul style="list-style-type: none"> • <i>Staff training regarding vision 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> • <i>modifying worksheets and curriculum content for pupils with a diagnosis of dyslexia</i> • <i>using pictures and symbols to explain fire procedures to pupils</i> 	<p>SENCO</p> <p>office staff</p> <p>SENCo; Class teachers; Teaching Assistants</p>	<p><i>By Summer term 2020</i></p> <p><i>By Summer term 2020</i></p> <p><i>By February 2020</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>

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<p><i>Continued close monitoring to ensure that disabled pupils have access to appropriate assistive technology and communication systems according to individual their individual needs.</i></p>	<ul style="list-style-type: none"> ● <i>Headteacher / ICT Co-ordinator to meet with Occupational Therapist from Children's Therapy Service to review children's requirements.</i> ● <i>SENCo to liaise with Headteacher / ICT Co-ordinator following discussions and recommendations made in Annual Review meetings</i> ● <i>Teacher / TA meetings to review the different types of assistive technology and communication systems that can be used to support pupils with their learning needs:</i> 	<p><i>Headteacher; ICT Co-ordinator; SENCo</i></p> <p><i>Headteacher; ICT Co-ordinator; SENCo</i></p>	<p><i>By November 2020</i></p> <p><i>On-going throughout the academic year</i></p> <p><i>By Summer 2020</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>
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