

PADSTOW SCHOOL
Accessibility Plan 2018-2020

Statement of Intent:

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the Hub Council of Padstow School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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.

Key Aims:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage education, benefits, facilities and associated services provided.
- Improve the ability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Hub Council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- Parents / carers of pupils
- Head of School and other relevant members of staff
- Hub Councillors
- External Partners

This plan is reviewed annually to consider the changing needs of the school and its pupils, and where the school has undergone a refurbishment.

Date: 1st November 2018
Next review date: 31st October 2019

Signed by: Head of School: Kate Whitford
Executive Principal: Vanessa Bragg

Date: 1st November 2018

Planning Duty 1: Curriculum

An audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers should be carried out. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after considering pupils' disabilities and the preferences of the pupils themselves or their parents / carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short term	<p>DSEN covers a vast range. The school understands the needs of current DSEN pupils in relation to the curriculum but is less of aware f the accessibility curriculum in relation to potential future students with DSEN.</p> <p>The school needs to determine if there are accessibility gaps in the curriculum for current pupils with DSEN.</p>	Regular audit of curriculum and DSEN provision.	Head of school Teachers SENDCo Pastoral Lead	Autumn 18 / Spring 19	Management and teaching staff are aware of the accessibility gaps in the curriculum.	Spring 2019
	School trips are planned with SEND children's needs.	The planning process for school trips and visits include the needs of pupils with SEND.	EVC Teachers SENDCo Pastoral Lead	Autumn 2018	Planning of trips and visits considers pupils with DSEN.	Summer 2019 and on-going.

	Issue	What	Who	When	Outcome Criteria	Review
Medium term	Staff members do not have the skills to support pupils with DSEN.	INSET provided for staff members. Training for teachers on differentiating the curriculum.	Head of School SENDCo Support from Aspire External CPD	Summer 2019	Staff members have the skills to support children with SEND.	Summer 2019
	Pupils with DSEN cannot access lessons.	Provide tablets and other adjustments for pupils with DSEN.	Head of School SENDCo Finance Department	Summer 2019	Pupils with DSEN can access lessons.	Summer 2019

Planning Duty 2: Physical Environment

An audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers should be carried out. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after considering pupils' disabilities and the preferences of the pupils themselves or their parents / carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short term	People with auditory difficulties may find it difficult hearing in the main reception area.	Consider installing a hearing loop.	Executive Head to discuss with Aspire premises team.	Spring 2019	All adults and children are able to hear well in the main reception area.	Summer 2019
	Access from classroom doors is inhibited by a step.	Consider portable ramp to ensure access through these doors.	Aspire Estates Department School caretaker	Spring 2019	Access to the school is improved.	Summer 2019
	Corridors should be of sufficient width and free of hazards if they are to be used by visually or mobility impaired pupils or staff.	Maintain all lobbies and corridors with a clear width and no obstructions.	All staff and pupils	Ongoing	Guaranteed accessibility throughout the building.	Autumn 2019

	Issue	What	Who	When	Outcome Criteria	Review
Medium term	New pupils with a disability	Review Emergency Action Plans and create Personal Evacuation Plans.	Head of School Class Teacher SENDCo	As soon as practicable after starting school.	Personal action plan in place for all disabled pupils and staff.	Autumn 2019
	New pupils or staff with a visual impairment.	Doors to significant facilities should be marked with Braille signs.	Aspire Estates Department School caretaker	As soon as practicable after starting school.	All significant areas with the school are signposted with Braille.	Autumn 2019
	New wheelchair-using pupils or staff join the school,	Circulation in classrooms should be monitored. Suitable routes should be created in the dining area. Switches to be changed if necessary to suit an individual's needs.	Aspire Estates Department Health & Safety Advisor Inclusion Team	As soon as practicable after starting school.	Any wheelchair using pupils or staff will have full access to the physical environment.	Autumn 2019
	Any pupil or staff member with a hearing impairment will not be able to hear the fire alarm.	Strobe alarms should be installed in the most commonly used areas (there is one in the disabled toilet).	Aspire Estates Department	As soon as practicable after starting school.	Any hearing-impaired pupil or staff member will be aware of the fire alarm being activated.	Autumn 2019

	Issue	What	Who	When	Outcome Criteria	Review
Long term	Consider drop kerbs and blister paving.	The crossing point to the main entrance does not have a blister surface paving and no drop kerb.	Aspire Estates Department	As determined by funding priorities	The crossing point to the main entrance will have a blister surface paving and drop kerb.	Autumn 2019
	Consider upgrading disabled space and formally designating drop off point.	There is 1 disabled parking space that is not to correct specifications but does serve the purpose. There is an area suitable for setting down but not designated.	Aspire Estates Department	As determined by funding priorities	There will be suitably designated disabled parking space and setting down area.	Autumn 2019
	A seat in the Hygiene Room and a lower mirror may be required.	There is a single disabled toilet and a new hygiene area. The mirror in the disabled toilet is too high and no seat in the hygiene room.	Aspire Estates Department	As required	The Hygiene Room will have a seat for any pupil or member of staff requiring one. The disabled toilet will have a lower mirror if required.	Autumn 2019

Planning Duty 3: Information

An audit of the extent to which pupils with disabilities can access information on an equal basis with their peers should be carried out. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after considering pupils' disabilities and the preferences of the pupils themselves or their parents / carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short term	Management are aware that some information provided is not easily accessible.	Audit of information delivery procedures.	Head of School SENDCo	Spring 2019	School is aware of accessibility gaps to its information delivery procedures.	Summer 2019
Medium term	Some written information is not accessible to people with visual impairments.	Provide written information in alternative formats.	Head of School SENDCo	Summer 2019	Written information is fully accessible to all with visual impairments.	Autumn 2019
Long term	People with DSEN may not be able to fully access all areas of the School website.	Audit of website.	Aspire IT Department	Autumn 2019	Website is fully accessible.	Spring 2020