

Wraxall Primary School Accessibility Plan 2016 – 2019

1.0 Introduction

- 1.1 Under the SEND 2014 and The Equality Act 2010 legislation and regulations, schools must prepare and implement Accessibility Plans.
- 1.2 The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:
 - (a) He or she has a physical or mental impairment, and
 - (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- 1.3 The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Wraxall Primary School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.
- 1.4 At Wraxall Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.
- 1.5 The Wraxall Primary School Accessibility Plan has been developed and drawn up based upon work undertaken by North Somerset Equality and Diversity Team and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2.0 Action Plan 2016- 2019

Timescales:

- **SHORT** – year 1 of plan
- **MEDIUM** – year 2, commencing in year 1 where it's for major works requiring planning or preparation.
- **LONG** – year 3 or longer where specified.

2.1 Part one: Improving the physical accessibility of the school

| Access Report Ref | Issue to address | Action to be undertaken | Timescale | Cost |
|--|---|--|--|------------------------------|
| 1 | Provide accessible teaching areas | Assess classroom needs and make physical changes where necessary | SHORT – make assessment of needs MEDIUM – make physical changes | Identify costs in assessment |
| 22/2/28 | Devise whole school access strategy | Make assessment of need, devise strategy | SHORT | |
| Access to school and external areas | | | | |
| 3/4 | Access to school site for disabled parents and children | Provide parking and easy route to school | SHORT – make assessment of needs MEDIUM – make physical changes | |
| 5/14/21 | Change intercoms and door lock | Install alternatives | SHORT | |
| 6 | Remove open drainage channels | | SHORT | |
| 7 | Improve external seating | | SHORT | |
| 8 | Access to lower playground area | Provide handrails and highlight tread nosings | SHORT | |
| 9 | Improve access to shelter | Assess how used, devise and action improved layout | MEDIUM/LONG | |
| 10 | Access to all weather sports pitch | Provide handrails and devise strategy to offer assistance | SHORT | |
| 11 | School office sign | Improve legibility | SHORT | |

Part one continued...

| Access Report Ref | Issue to address | Action to be undertaken | Timescale | Cost |
|-------------------|---|--|--------------------------|--------------------------|
| 12/13 | Entrance lobby | 1. Automate one or both doors 2. Swop brush mat for thin coloured barrier mat | LONG SHORT | |
| 15 | Music store doors | Assess issues See 1/33 | SHORT | |
| 16 | ICT external door | Make accessible | LONG | |
| 17 | Mobile classroom 0/0003 | Threshold ramp | SHORT | |
| 18 | Ramp to rear playground | Assistance strategy handrail | SHORT | |
| 19 | Waiting area | De-clutter | SHORT | |
| 20 | Offices | Furniture/space issue | LONG/low priority | |
| 23 | Copier | Highlight keyboard projection | SHORT | |
| 24 | Provide disabled person's WC | | | |
| 25 | Staff male WC | Outward opening door | MEDIUM | |
| 26 | Brush mat | Change mat | | |
| 27 | Staff room furniture | Change remove | LONG/low priority | |
| 29/30 | PEEP/ Evac chair purchase | Refer to separate Fire Safety Arrangements document (or fire safety policy). | SHORT | |
| 31/32 | General issues planned maintenance/equipment purchase | Purchase induction loops | | |
| 33 | Staff training | Assess requirements and add to training plan See below in section two | See below in section two | See below in section two |

Next section: Part Two: Improving access to the curriculum

Action Plan 2016 – 2019

2.2 Part Two: Improving access to the curriculum

| Target | Strategy | Outcome | Timeframe | Achievement |
|---|---|--|------------------|--|
| Training for teachers on differentiating the curriculum 1 | Undertake an audit of staff training requirements | All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. | (DATE) | Increase in access to the National Curriculum |
| Training for teachers on differentiating the curriculum 2 | Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. | Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available. | (DATE) | Wider community will benefit by a more inclusive school and social environment. School able to act as a model within community |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | (DATE) | Increase in access to all school activities for all disabled pupils |
| Classrooms are optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | (DATE) | Increase in access to the National Curriculum |

Part Two: Improving access to the curriculum continued.

| Target | Strategy | Outcome | Timeframe | Achievement |
|-----------------------------|--|---|------------------|---|
| Equality awareness seminars | Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school | Whole school community aware of issues relating to Access | (DATE) | Wider community will benefit by a more inclusive school and social environment. School able to act as a model within community. |

Next section: Part three: Improving communication

Action Plan 2016 – 2019

2.3 Part three: Improving communication

| Target | Strategy | Outcome | Timeframe | Achievement |
|---|--|---|------------------|---|
| Availability of written material in alternative formats | The school will make itself aware of the services available for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | (DATE) | Delivery of information to disabled pupils improved |
| Make available school brochures, school newsletters and other information for parents in alternative formats | Review all current school publications and promote the availability in different formats. | All school information available for all | (DATE) | Delivery of school information to parents and the local community improved |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment | Get advice from HVSS on alternative formats and use of IT software to produce customized materials. | All school information available for all | (DATE) | Delivery of school information to pupils & parents with visual difficulties improved. |
| Raise the awareness of adults working at and for the school on the importance of good communications systems. | Arrange training courses. | Awareness of target group raised | (DATE) | School is more effective in meeting the needs of pupils and wider community |

Next section Contact information

3.0 Contact information

Write to:

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Web: www.n-somerset.gov.uk/equality

<https://TheAccessOfficer.n-somerset.gov.uk>
