

Emmaville Primary School Accessibility Plan

Purpose of the Plan

The purpose of this plan is to show how Emmaville Primary School provides accessibility for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect of his or her ability to carry out normal day to day activities.

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 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 sustainable and long-term adverse effect of his or her ability to carry out normal day-to-day activities.

Contextual Information

The school building and playground is accessible for a child, parent, carer, visitor in a wheelchair, and is compliant with DDA regulations.

The current Range of Disabilities within Emmaville Primary School

The school has children with a range of disabilities which include Autistic Spectrum Disorder, Foetal Alcohol Syndrome, Auditory processing, Hearing impairment, Visual impairment, Developmental delays, Gross and Fine Motor skills, and ADHD. When children enter the school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers and spacers are kept in the medical cupboard in the school office and a record of use is noted.

Some children have allergies or food intolerance/cultural food choices and these are recorded and kept in pupil's files and in the school kitchen. Some pupils who have allergies have Epipens and these are stored in the medical cupboard in the school office.

All medical information is collated and kept in the school office.

We have two members of staff, Sue Lawrence and Katherine Barton who have First Aid at Work certificates.

All of the Early Years staff have Paediatric First Aid certificates (10 members of staff)

In addition to the above, we have 12 competent First Aiders who hold current First Aid certificates. This includes teachers, teaching assistants, office staff and lunchtime supervisors.

All medication is kept in the staff only fridge beside the school office. Administration of Medicines consent forms are completed by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the accessibility plan becomes an annual item at the FGB meetings	Clerk to governors to add to list for FGB meetings	Adherence to Legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community	Whole school community aware of issues	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current Legislation.	On-going	
Physical Environment				
To ensure, that where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the schools physical environment for all.	Audit of accessibility of the school buildings and grounds by Governors. Suggest and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going	
Curriculum				

To continue to train staff to enable them to meet the needs of children with a range of SEN	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access curriculum	On-going	
To ensure that all children are able to access all out of school activities e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going	
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as required e.g. special pencil grips, slope boards for writing, wobble cushions, fiddle toys.	Children will develop independent learning skills.	Reviewed termly by the class teachers, teaching assistants and SENCo	

To meet the needs of individuals during statutory KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually	
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Training				
To ensure that staff are provided with suitable training.	Assess the training needs of staff through staff meetings, performance management and pupil progress meetings. Record all CPD attended and include information in the Headteacher's report to Governors each term.	Staff will be confident to work with children who have a number of additional needs. Interventions provided will be appropriate to the needs of the individuals. Impact will be measured to ensure progress.	Termly	
Written/Other Information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly	

<p>To ensure that references made to accessibility plan include 9 policies listed:</p> <p>Special Education Needs Policy</p> <p>School Improvement Plan</p> <p>Equality Policy</p> <p>Behaviour Management (Choices Policy)</p> <p>Assessment Policy</p> <p>Teaching and Learning Policy</p> <p>Curriculum Policies</p> <p>Emergency Plan</p> <p>Health and Safety Policy</p>			As needed	
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The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Resources Committee.

The Accessibility Plan may be monitored by Ofsted during the inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: Bill Purvis (Chair of Governors)

Date: April 2018

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body • Head Teacher • Deputy Headteacher, who is responsible for Health and Safety • Site Manager