



LEARNING & INCLUSION GUIDANCE

Model Accessibility Plan

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Verwood CE First School

Accessibility Plan

2016 to 2019

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

3. Our vision and aims

Verwood CE First 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.

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.

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

4. Current good practice

Identification

Verwood CE First 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

Verwood CE First School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) 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] [epilepsy] [attachment disorder] on learning;
- organising classrooms so that they promote the participation and independence of all pupils;

Physical Environment

Verwood CE First School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to most school entrances;
- dedicating 3 parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- alterations made to classrooms to improve acoustics, for pupils with a hearing impairment;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.]

Information

Verwood CE First School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- 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;
- member of staff would talk through a policy as required.
- 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 Verwood CE First 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 to support their access to the curriculum;
- 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 and within a reasonable timeframe.

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 and the Diocese. It will advise other school planning documents.

Verwood CE First School will work in partnership with the Local Authority/Diocesan Board 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.

Verwood CE First School's Accessibility Plan will be implemented by Adam Parsons, Head teacher. Sufficient resources will be allocated by Verwood CE First School to implement this Accessibility Plan.

6. Monitoring

The Verwood CE First School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governors Curriculum Committee.

The governing body, or proprietor will monitor Verwood CE First 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 Verwood CE First School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Verwood CE First School complaints procedure covers the Accessibility Plan.

Approved: By Governing Body of Verwood CE First School

DATE: March 2018

Review date Autumn Term 2018

Verwood CE First School ACCESSIBILITY PLAN - 2016 to 2019
Improving access to the curriculum

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers, TAs and GB on differentiating the new national curriculum and allowing access for all pupils	De escalation strategies to support access for pupils. Other on going training opportunities to support pupils with SEN	All teachers, TAs and GB are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. In particular needs of dyslexic children, children with ADHD, and children with Autistic spectrum disorders.	Ongoing	Increase in access to the National Curriculum
Consider access to nurture and other support to access curriculum. Eg Maple group, Saplings, ELSA	Review the specific needs for pupils living with a disability.	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. Eg needs of an elective mute.	Ongoing	Pupils able to make progress and enjoy school
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 legislative requirements. Risk assessments include disabled pupils where necessary. Eg Pupil who needed extra leader when they attended due to specific needs. Communication and understanding of needs shared with SCOOSC.	Ongoing	Increase in access to all school activities for all disabled pupils EG SCOOSC able to take pupils with additional needs
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 continue appropriately with specific needs being addressed both pro actively and reactively	Ongoing	Increase in access to the National Curriculum - £35k LCVAP 2016
Disability awareness raising - pupils	Focus on para Olympics and high achievement in worship theme	Disabled people become role models to our pupils. Pupils inspired by para Olympians and how they have overcome to achieve	Summer 2017/ Autumn 2018	Sporting opportunities are accessed and celebrated by all our pupils

Incorporate Disability Awareness Raising into Personal Social and Health Education curriculum	Open up discussions about individuals strengths and weaknesses including disabled adults and children, recognising stereotypes and prejudices	Whole school community aware of issues relating to disability discrimination	Ongoing	Disabled pupils feel fully included and understood
All pupils get good access to curriculum opportunities	Ensure good opportunities for all children and particularly SEN pupils and those that learn with an EHCP to access school trips. Where child is not attending trip , ensure very good support for child within school	All pupils are safe and well looked after	Ongoing	All pupils feel fully included
Children supported through Health care plans	Healthcare plans generated and training in place for appropriate personnel. (e.g. Epipens)	Childs specific needs are met at school	Ongoing	Ongoing
All pupils regardless of SEND are able to participate in curriculum opportunities.	Head teacher to meet with parents to discuss bespoke opportunities.	SEND pupils able to access as much of the curriculum as possible.	Ongoing	Ongoing

Verwood CE First School ACCESSIBILITY PLAN - 2016 to 2019
Improving the physical environment

Access Report Ref.	Item	Activity	Timescale	Cost £
1	Accessible car parking	Close campus car park to non disabled parents and pupils	Achieved Jan 2012	£6k – gates and removal of binstore. Ongoing costs associated with maning gate entrance to campus
2	Accessible entry into campus	Widening entry to school to support wheelchair access	Summer / Autumn 2012	£8k LCVAP funding
3	Reduce clogging of roads, playground and associated stress	Arrange a staggered start to school day and a 15 minute window of entry	Trial 2015/16. To continue 16/17. Successfully completed and actioned.	No cost but impact on systems eg TA communication time etc
4	Reflect on parent feedback around outside of campus in morning, cycling and walking on campus	Receive feedback and respond Bike to school initiative March 2017 Children have been asked to enter a Road Safety competition - March 2017	Ongoing eg see GB coffee am Sycamore base 15-16	Nil
5	Improve access for all parents and children around the school by widening access around the school site	LCVAP bid 15/16		£16k (bid refused –no further action)
6	Disable toilets accessible to parents and visitors	Ensure it is easily accessible	Ongoing	Ongoing

Verwood CE First School ACCESSIBILITY PLAN – 2016-2019
Making written information more accessible

Target	Strategy	Outcome	Timeframe	Achievement
The school ensures that in both lessons and parents meetings, information is presented in a user friendly way. E.g by using overhead projectors/power point presentations etc.	IWB used in classrooms, all staff read aloud power point presentations used at parents meetings web site updated regularly.	All school information available for all	Achieved and ongoing	Delivery of school information to parents and the local community improved
Ensure all written communication follows an appropriate font and size	Ensure all school publications and documents are in an appropriate written format	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities. E.g. positioning when talking to a hearing impaired learner, supporting illiterate parents. Use agencies to support school communication	Ongoing staff training Read newsletters and daily oral feedback to any parents seeking support	Awareness of target group raised Parents aware of school events and issues	Ongoing	School is more effective in meeting the needs of pupils and stakeholders.
Website offers up to date and relevant info to support parents and pupils access to information	Employ website lead	Website v informative and effective	Ongoing	Good communication takes place with all parents Parental feedback shows improved communication. Ensure annual calendar available on website from October 16 for year ahead
Key staff to be sensitively made aware of any parents unable to read	Key staff to meet and support parents with communication queries	Teacher	Ongoing	Ongoing