

Ashwood Park Primary School

Accessibility Plan

May 2017

Responsibility	SENCO/RBD TIC/SLT
To be reviewed	September 2018

INTRODUCTION

The purpose of this plan:

This plan shows how Ashwood Park aim to increase the accessibility of their school for all pupils, staff, parents, carers and visitors in order to improve outcomes for all.

Contextual information

Ashwood Park was built in 1972, caters for children aged 3 to 11 and houses Dudley's primary Resource Base for the Deaf. It consists of two one-storey buildings and has substantial outdoor areas including forest school facilities.

Current Range of Needs

Across the school there are a significant number of children with a range of needs including hearing impairment, visual impairment, complex physical and medical needs and a range of communication and learning difficulties.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

DEFINITION

Disability is defined by the Disability Discrimination Act 1995 (DDA)

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

KEY OBJECTIVES

- To reduce and eliminate barriers to curriculum access for pupils with disabilities To reduce and
- To eliminate barriers to full inclusion in the school community for current and prospective pupils with disabilities
- To ensure equal treatment of all employees, pupils and others involved in the school community who have any form of disability
- To ensure that anyone with a disability is not treated less favourably in any procedures, practices and service delivery
- The resource provision provides effective support to classroom and/or subject teachers to ensure that the curriculum (NDCS Quality Standards 2015):
- is accessible to deaf children and young people across the full range of subjects and activities is differentiated to meet individual needs of deaf children and young people, and supports the development of particular aptitudes and talents.
- The resource provision gives specialist support, advice and training to class and/or subject teachers and teaching assistants to ensure the effective teaching and learning of deaf children and young people so that pupils make good educational
- progress and any attainment gap with other pupils is narrowed or closed.

PRINCIPLES

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under the DDA (as amended by the SENDA)

- Not to discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services
- Not to treat pupils with disabilities less favourably
- To take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage
- To publish an Accessibility Plan

The school will

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- Respect the parents' and child's right to confidentiality
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles
- Provide a more inclusive curriculum by
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

ACTIVITIES

Education and Related Activities

The school will continue to seek and follow the advice of Children's Services and outside agencies such as specialist teacher advisors, SEN consultants and appropriate health professionals.

Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, together with more accessible facilities and fittings.

Provision of Information

The school will make itself aware of local services for providing information in alternative formats when required or requested.

ACTION PLAN

The school will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the Key Objectives of the Accessibility Plan are met. The current Action Plan is attached.

LINKED POLICIES

The Accessibility Plan will contribute to the review and revision of related school policies

- School Development Plan (including Premises)
- SEN Policy
- Curriculum Policies
- Anti-Bullying Policy
- Educational Visits (follow Dudley's protocol)
- Health and Safety Policies

PREVIOUS TARGETS ACHIEVED

Pathways of travel around the school site are safe, logical and well signed

Vehicles and pedestrians are segregated with main gates locked preventing access by vehicles during main access times at beginning and end of school day

Additional visual signage for emergency exits has been provided

2015 emergency lighting installed throughout the school

To set up a personal emergency evacuation system for pupils with physical disabilities

PEEPs in place for all pupils assessed as requiring personal evacuation plans

To improve access to written information for children

ICT used to provide written information in different print sizes

Pupils with visual impairments assessed by VI Service to determine preferred print size

Additional improvements made to school premises

Medical room in KS2 with height adjustable bed

Care room in KS1 with height adjustable bed

Accessible toilets in KS1 and KS2

Alarm system

Audible alarm system used throughout the school and visual alarm system in communal areas.

Improved access to spoken information

Soundfield system throughout the school, use of sign language, radio aids (supported by RBD)

Wheelchair accessibility: ramps into the building in the KS1 building and Year 3/ 4 area of KS2.

Staff training: Safer handling training, SALT training, behaviour, deaf awareness and dyslexia training.

Improving sharing of spoken information

Use of text service to share information with parents, curriculum newsletters, parents evenings.

Improving sharing of visual information

Use of black screens in the classrooms, removal of projectors. Use of visual timetables across the school both whole class and 1:1 where necessary.

PLAN AVAILABILITY

The school makes its Accessibility Plan available in the following ways

- A copy is posted on the school website
- A copy can be emailed or posted on request
- The plan can be provided in large print size format on request – the school office can be contacted for further details

Ashwood Park PRIMARY SCHOOL

ACCESSIBILITY ACTION PLAN 2014 - 2016

OBJECTIVE	STRATEGY	TIME FRAME	SUCCESS CRITERIA	MONITORING
<i>IMPROVING ACCESS TO THE CURRICULUM</i>				
Ensure SEN delivery forms an integral part of the curriculum delivery	Establish the needs of staff with regard to curriculum delivery. Participate in appropriate Children's Services programmes, e.g. SALT, VI, PIMIS	Ongoing (subject to funding)	Staff fully conversant with delivering SEN within the curriculum. Staff aware of strategies to meet needs of pupils with SEN	SENCO SLT
Ensure school is able to accommodate needs of SEN admissions	Effective communication between SENCO, School Office, Admissions Officer, outside agencies, parents	Ongoing (subject to funding)	Staff are able to provide the necessary support to pupils with SEN	SENCO SLT
<i>IMPROVING THE PHYSICAL ENVIRONMENT</i>				
Ensure that disabled access to the building and its facilities is maintained	Regular access audits to the building and its facilities carried out by the link buildings governor.	Ongoing (subject to funding)	Continued evaluation identifies any necessary modifications	Premises staff and Govs
Improve access to the building and its facilities for wheelchair users.	Year 5/ 6 area to be made fully wheelchair accessible. Lips removed and sloping entrances built from each classroom onto the playground and sloping pathways onto the playground from both sides.	Completion Sept 2016 Ongoing (subject to funding)	Access to building for wheelchair users is improved	Premises staff and Govs
Safe parking for disabled staff/parents/ carers and visitors.	To provide a safe parking space for disabled children, parents, carers, staff and visitors	Ongoing (subject to funding)	Designated disabled parking is available for staff/parents/visitors etc.	Premises staff and Govs

Reduce the volume of noise travelling between the classrooms.	Soundproofing of roof space in the ceiling.	Completion Sept 2016	Reduction in the volume of noise travelling between the classrooms.	Premises staff and Govs
Evacuate children and adults safely from the premises.	Whole school evacuation plan written and shared with staff.	Completion June 2016	Whole school to have followed the evacuation plan and be able to evacuate safely.	Head teacher.
To set up a personal emergency evacuation system for pupils with medical disabilities	PEEPs in place for all pupils assessed as requiring personal evacuation plans for medical needs.	Completion June 2016	All children who need a PEEP for a medical need to have had one written, shared with and signed by parents.	Class teachers, SENCO, SLT
<i>IMPROVING THE DELIVERY OF WRITTEN INFORMATION</i>				
Availability of written material in alternative formats	The school will make copies of information available in a larger print if necessary.	Ongoing (subject to funding)	Delivery of information to the disabled improved	SENCO
School website	All relevant information is available on the school website.	September 2016 and ongoing.	Website is full up to date and online.	SLT

