

**ST GILBERT'S CHURCH OF ENGLAND PRIMARY  
SCHOOL**

**SCHOOL ACCESSIBILITY PLAN**

**Board of Governors Committee:  
Premises  
Date ratified: September 2016  
Review Date: September 2018**

## **Purpose of the Plan**

The purpose of this plan is to show how St Gilberts is able to meet the needs of pupils, staff, parents and visitors regardless of their needs or disabilities. It is also to show that we are continually ensuring a safe environment for all members of the community.

## **Definition of Disability**

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

## **Legal Background**

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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

- increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

(This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include hand-outs, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

St Gilberts Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

**Contextual Information**

The school is a one and two storey building which has disabled facilities and toilets. Wheelchair access is available into the main building. There is disabled parking on site. All areas of the school grounds are accessible to wheelchair users, although some areas of the playing fields will require adult supervision for wheelchair users.

**The Current Range of Disabilities within St Gilberts CE Primary School**

As of September 2015 the school has pupils with a range of disabilities which include moderate and specific learning difficulties. When pupils enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of pupils who have asthma and/or diabetes/allergies and all staff are aware of these pupils. Medication is kept either with the pupil or centrally within the First Aid room.

We have competent First Aiders and Paediatric who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded as per our medical policy.

## IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

### Short term

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p>School is aware of the access needs of disabled children</p> <p>School are better aware of access issues</p>	<p>Create an IHCP for all disabled children.</p> <p>Provide information and training pertinent to the needs of pupils in school to the staff</p>	On admittance or asap	None	<p>SENDCo</p> <p>Headteacher</p>	<p>SENDCo</p> <p>SBM</p>	<p>Individual plan is in place for all disabled pupils and all staff are aware of their access needs. Raised confidence of staff and Governors in commitment to meet our access needs.</p> <p>Review Nov 2016 - This is an on-going process and embedded in school practice. Communication of IHCP is effective.</p>
Ensure that access to school buildings and site can meet diverse pupil needs.	<p>Ensure all staff and parents and pupils are aware of all routines during Games installation on KS2 playground</p> <p>Assess the accessibility and clarity of signs around school.</p> <p>Assess the awareness of independent access.</p> <p>Clear identification of room functions.</p>	<p>Beginning of Term 1</p> <p>Ongoing</p>	<p>£30,000</p> <p>TBD</p>	SBM	Resources Committee	<p>Access to school buildings and site improved.</p> <p>Games installation completed successfully. Signage reviewed in early 2016 around school is effective in signposting visitors to school to some extent. Signage required for ramps and disabled parking pay. See below. Present organisation works effectively and decisions are that no additional signage is required. Complete Nov 2016</p>
Improve signage and external access for visually impaired people	Ensure all external areas of school with different levels/steps have white stripes painted on edge of all external steps	On-going	TBD	Site Officer/SBM	Resources Committee	<p>Visually impaired people feel safe in the grounds.</p> <p>Access around the site easier for all.</p>
Ensure all fire escape routes are suitable and free from hazard for all	Monitor access and issues during standards fire practice and amend if necessary	On-going	TBD	Headteacher and Fire safety Officer	Resources Committee /Safeguarding Officer	<p>All disabled staff, pupils and visitors are able to have safe and independent evacuation in emergency situations.</p> <p>Monitoring is ongoing and any issues are immediately sorted. Areas of concern are communicated to staff through staff meetings.</p> <p>On-going monitoring by Site Officer and SBM.</p>

Medium Term

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
School to consider access of parents who are severely disabled once children are in Year 5 and 6.	School to complete access audit of the school and put together proposals for entry for parents evening and also longer term.  Put in place Personal Emergency Evacuation plans for relevant children as part of their care plan	By end of Term 1 2016 and then on-going	None	Headteacher and SBM	Resources Committee	Parents who are severely disabled continue to feel a full part of the life of the school as far as is possible.  At present arrangements are put in place to meet parents in another part of the school. On-going.
Access to Jubilee Garden and play areas	Access audit identifies that the Jubilee garden and Play grounds from certain areas are not accessible for pupils and adults with disabilities.	By end of Term 6	TBC	Site Officer and SBM	Resources Committee	Disabled adults and children are able to access all areas.
Determine whether all doorways are accessible by adult wheelchair	Access audit identifies inaccessibility by wheelchair. Children's wheelchair is able to access but school to determine access for adults.	By end of Term 6	TBC	Site Officer and SBM	Resources Committee	Disabled adults and children are able to access all areas.
Evacuation procedures for wheelchair users to be identified or rectified.	Access audit identifies wheelchair users need to be able to evacuate from school from all areas. . Children's wheelchair is able to access but school to determine access for adults.	By end of Term 6	TBC	Site Officer and SBM	Resources Committee	Disabled adults and children are able to access all areas.
Ensure disabled parking bay is clearly signed for visitors	Signage on wall at entrance Signage on wall in disabled parking pay.	End of Term 2 2016	TBC	Site Officer and SBM	Resources Committee	Disabled adults and children are able to access all areas. Accessibility is clear.
Review all accessibility in disabled toilet	Remove or re organize lockers in disabled toilet. Review placing hair dryer/hand dryer at a lower level. Review accessibility of cords. Drop down rail for shower to be considered.	By end of Term 4	TBC	Site Officer and SBM	Resources Committee	All areas are accessible for disabled users.

## IMPROVING ACCESS TO THE CURRICULUM

### SHORT TERM

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
Ensure access to computer technology appropriate for pupils with disabilities.	<p>Prioritise purchasing list for computer technology as required for pupils with disabilities.</p> <p>School staff to update on available technology on a termly basis.</p>	As required – unless needs of pupils in school require immediate action.	TBD	IT lead/HT	Education and standards committee	Access to appropriate computer technology will be improved for all disabled pupils.
Reflect identified areas of need in lesson planning and delivery.	<p>Incorporate Quality First Teaching into all planning.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of pupils within the school and anticipatory duties.</p> <p>Explore screen readers for all websites.</p> <p>Purchase of resources to increase pupil participation as determined by the needs of the child concerned.</p> <p>Ensure all planning differentiates the curriculum for all pupils with disabilities.</p> <p>Implement sensory gym for specific pupils on the SEN and medical needs register</p> <p>Ensure all pupils with long term medical conditions have equal access to the curriculum and their needs are differentiated for if appropriate</p>	Ongoing	TBD	All staff	Standards committee	<p>Improved access to curriculum for all pupils.</p> <p>Staff have more confidence in available resources for children and in differentiating to the child's needs.</p> <p><i>Differentiation in place for children with specific needs and monitoring demonstrates that this is effective. Additional resources have been purchased to support pupils with specific needs.</i></p> <p><i>Sensory Gym in place last year and plans to implement it again in 2016.2017.</i></p> <p><i>All IHCP pupils have equal access to the curriculum.</i></p>

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
Prioritise pupil participation in school activities.	Ensure all trips and school activities are accessible to all pupils and all risk assessments reflect provision in place for specific pupils	Ongoing	TBD	All staff	Standards committee	Increased participation in school life for pupils with disabilities.
Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements.	<ul style="list-style-type: none"> <li>▪ Plan in accordance with pupil need.</li> <li>▪ Organise resources within classrooms to reflect pupil need.</li> <li>▪ Incorporate accessibility into any proposed structural alternatives.</li> <li>▪ Provide quiet areas within school.</li> <li>▪ Look at accessibility in all areas of school life.</li> </ul>	Ongoing	TBD	HT	Resources Committee	Appropriate use of resources for diverse needs of pupils with disabilities. SENDCo, teachers and HLTA work closely with parents to put in place additional requirements to support needs e.g. coloured film, coloured paper, modified tests, additional time in tests, timetables run through first thing in the morning. Children given time out of the classroom if required.

## Improving access to information

### Short term

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
Ensure all policies consider the implications of Disability Access.	Review all policies as appropriate and update as required.	Ongoing	TBD	Headteacher and DHT	Well-Being Committee	Access to all aspects of school life for all pupils.
Ensure there is an up to date register for all pupils with disabilities including long term medical conditions	Draw up a register for all disabled pupils including those pupils with long term medical conditions and ensure that all staff are aware and of the provisions required.	Ongoing	TBD	SENDCo	Well-Being Committee	Access to all aspects of school life for all pupils through greater staff awareness. <b>In place. Complete but on-going</b>
Availability of newsletters and school documents in alternative formats.	Use of pastel paper for dyslexic pupils and parents Large print and audio formats if required. Information in pupil planners when pupil need requires this. Home / School pack for pupils and ASD spectrum and pupils with communication difficulties. Homework information available as information sheets in alternative formats when requested. Use of symbol software. Language changer on the website	Ongoing	TBD	SENDCo/HT/SBM	Communications Committee	Information to pupils with disabilities and parents /carers will be improved.  <b>SENDCo, teachers and HLTA work closely with parents to put in place additional requirements to support needs e.g. coloured film, coloured paper, modified tests, additional time in tests, timetables run through first thing in the morning. Children given time out of the classroom if required.</b>
Review disabled access at front office desk	Consider whether a drop down counter is required for wheelchair users and also the organisation of a hearing loop. Signage at a lower level to be explored.	End of term 2	TBC	Site Officer and SBM	Resources Committee	Wheelchair users are able to access the counter. Those with impaired hearing to be able to access information.