

Accessibility Policy and Plan

Salmestone Primary School

Date of Policy Issue/Review

Summer 2018 / Summer 2020

Name of Responsible Manager/Head Teacher

Mr N.Pantling

Salmestone Primary School ACCESSIBILITY POLICY

At Salmestone Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

Aims

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible written information.

1. Salmestone Primary School's Accessibility Plan has been drawn based upon information in conjunction with parents, staff, and governors of the school and will advise other school documents. The Accessibility plan will be reviewed annually in respect of progress and outcomes and provide a projected plan for the three years period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school's website. We understand that The Kemnal Academies Trust will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

3. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. Salmestone Primary School's Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

a) Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;

b) Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;

c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand outs, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policies
- Equality Objectives
- Disability Equality Scheme
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Improvement Plan

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School carried out by the school. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans.

9. Equality Impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010

10. The Accessibility Plan will be published on the schools website.

11. The Accessibility Plan will be monitored through the Governing Body Meetings

12. The school will work in partnership with TKAT in developing and implementing this Accessibility Plan.

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

Roles and responsibilities in relation to this policy area as follows:

Head Teacher: Nigel Pantling

Designated members of staff: Helen Cooper (Assistant Headteacher)
Daniel More (Business Manager)
Trevor Leeding (Site Manager)

Governor Responsible:

Reviewed: Summer 2018

To be Reviewed: Summer 2020

Adopted by Governors:

Signed: _____ Date: _____
Chair of Governors

ACCESSIBILITY ACTION PLAN
Summer 2018 – Summer 2020

Action Plan 1: Increasing Physical Access to and within the school					
TARGET	STRATEGIES	OUTCOME	TIME FRAME	BY WHOM	GOALS ACHIEVED
Improve wheelchair access where necessary by providing ramps	To set aside monies within Building Maintenance Budget 2017/2018 to provide the ramps	Wheelchair access will be improved	By end of Summer Term 2020	Business Manager Site Manager	

Action Plan 2: Improving Curriculum Access					
TARGET	STRATEGIES	OUTCOME	TIME FRAME	BY WHOM	GOALS ACHIEVED
Provide training for Teachers/TAs on differentiating the curriculum for disabled students	Undertake an audit of staff training requirements.	All Teachers/TAs are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Audit Spring Term 2019 Programme of training in place by Summer 2020	SENCO	
Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils	Review out of school provision to ensure compliance with legislation	Activities conducted in an inclusive environment with providers that comply with all current and future legislation	Audit Spring Term 2019	SLT/Staff responsible for Sport/P.E.	

Provide training in Manual Handling	Provide training for all staff	Staff trained in practical techniques of essential manual handling.	Manual Handling course on 'Every'. Training provided at induction for all new staff. Current staff to have completed training by end of Spring Term 2019	Business Manager	
Administering Medication	Review current policy and ensure procedures are followed	First Aiders trained and follow procedures correctly	Training ongoing	Business Manager Admin Office	
Organise classrooms optimally to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	SLT/Class Teachers	