

School Accessibility Plan - Tylorstown Primary School

Introduction

At Tylorstown Primary School we aim to provide the necessary provision and opportunities to enable everyone to do their very best, to experience success and celebrate individual and whole school achievement. Our school seeks to be a supportive and caring place, where we all work to make the most of our talents.

We place great value on:

- * doing our best
- * everyone being treated fairly
- * everyone being co-operative, so that we work and learn together
- * everyone being considerate to one another as we work and relax
- * everyone being supportive to one another so that we feel safe and cared for

We seek to:

- * enhance the quality of teaching and learning
- * have high expectations
- * create opportunities for every individual
- * encourage honesty and responsibility in all relationships
- * encourage social awareness and sensitivity
- * prepare pupils for life.

At Tylorstown Primary we acknowledge and seek to address the development of the whole child, not just the capacity to achieve in one area of life. Our aims and values suffuse the whole of a child's education as we strive to improve and develop the personal, social and academic skills of all pupils.

Above all, we believe that Tylorstown Primary is a happy, friendly school, where people are happy to spend time, work co-operatively and attain their individual and collective potential irrespective of creed, colour or physical ability.

This plan is drawn up in accordance with the Disability Discrimination Act 2005 and as of 1 October 2010, the Equality Act which replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

It also draws on the guidance set out in Planning to Increase Access to Schools for Disabled Pupils: Circular 15/04 - WAG

Definition of Disability (Equality Act 2010)

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

The Inclusion Context

The Welsh Government has published statutory guidance for schools on Inclusive Education. The guidance contains practical advice for schools to help them evaluate the nature and quality of their current provision.

The guidance suggests the following principles for an inclusive education service:

- Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include pupils
- With the right training, strategies and support nearly all pupils with special educational needs can be successfully included in mainstream education
- An inclusive education service offers excellence and choice and incorporates the views of parents, carers and pupils

- The interests of all pupils must be safeguarded
- Schools, local education authorities and others should actively seek to remove barriers to learning and participation
- All pupils should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Mainstream education will not always be right for every pupil all of the time. Equally just because mainstream education may not be right at a particular stage; it does not prevent the pupil from being included successfully at a later stage.

Key Objective

- To reduce and eliminate barriers in accessing the curriculum
- to obtain full participation in the school community for pupils, and prospective pupils, with any disability.

Principles

- Compliance with the DDA and Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's ALN/SEN policy
- The school recognises its duty under the DDA and Equality Act by:
 1. not discriminating against disabled pupils in their admissions and exclusions, and provision of education and associated services
 2. not treating disabled pupils less favourably
 3. taking reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 4. publishing an Accessibility Plan.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum by:
 1. setting suitable learning challenges
 2. responding to pupils' diverse learning needs
 3. overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective above

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts, etc. (See checklist provided in Annex B Planning to Increase Access to Schools for Disabled Pupils: Circular 15/04 - WAG)

b) 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, and more accessible facilities and fittings, etc.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. These are available from the school's SENCO or from the front office (See checklist provided in Annex B Planning to Increase Access to Schools for Disabled Pupils: Circular 15/04 - WAG)

Action Plan

The action Plan will be formulated following an Access Audit for the school

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

1. School development plan
2. Self Evaluation
3. CPD

4. Disability Equality
5. Equal Opportunities
6. ALN/SEN policy
7. Equal Opportunities policy
8. Curriculum policies

The School will:

- ensure all children and young people are treated equally
- consider changing certain school practices, policies and procedures
- review the range of centrally provided services and other resources
- liaise with statutory and voluntary agencies which may be able to assist in the provision of information in alternative formats
- review all existing and new policies and documentation made publicly available to ensure they meet the requirements of the Equality Act
- make all staff aware of the requirements of the Equality Act
- seek opportunities to consult with, and seek the advice of parent and associated support groups when necessary
- review Annual Report to parents/carers and the school prospectus
- ensure that good practice is shared across the school
- provide an Annual Report regarding the schools' accessibility plan and review

Monitoring Arrangements

School accessibility plans will also be subject to ESTYN inspections. The Secretary of State can intervene where a school is not complying with the planning duty and can direct the school to do so

The school will need to monitor progress of the accessibility plan through:

- review of school accessibility plans

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- review of related plans and policies to the School Governing Body
- review of decisions made by the SEN and Disability Tribunal regarding complaints of discrimination
- self-evaluation and monitoring procedures of the school accessibility plan

This policy will be reviewed every three years or earlier if appropriate.

Action Plan

1) Equality and Inclusion

Targets	Strategies	Timescale	Responsibility	Success Criteria
Accessibility plan and equality policies to be on the school's annual review cycle for Governor's meetings	Clerk to the Governor's to add items to agenda in relation to cycle of renewal.	Every three years - starting September 2014	Head teacher	Adherence to current legislation
Required staff to be epipen trained	First aid training available to staff Epipens kept in office in clearly labelled drawers	Epipen Annually First Aid - every three years	Staff	Staff will be able to administer if need arises

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To ensure that all policies consider the implications of disability access	Consider during the review of policies	On-going: policies to be reviewed in cycle	Head teacher and governors	Policies reflect current legislation
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2) Access to the Curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To liaise with the local pre nursery to review potential intake each September	To identify pupils who may need special provision	On-going	Foundation Phase Leader teacher and SENCO	School is aware of any children due to start school who may have additional needs
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	On-going	Headteacher and governors	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents and outside agencies for pupils with on-going additional needs.	To ensure collaboration between all key personnel	On-going As required	SENCO / class teacher	Personalised plans are in place for any disabled pupils, and all staff are aware of pupils' needs.
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	On going	SENCO / Headteacher	Raised confidence of support staff

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All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Autumn Term 2014	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Spring term 2015 onwards	SENCO, Staff & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Breakfast club, and people running other clubs after school. Support would have to be available - especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.
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 needed eg headphones, writing slopes, computer equipment, etc	Reviewed Termly by SENCO	SENCO	Children will develop independent learning skills

3) Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve the physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site.	On going	Premises committee	All newly refurbished areas are designed with accessibility in mind.
To enable physically disabled drivers to park in the school car park	The school will take account of the needs of parents, staff and visitors with physical difficulties	Ongoing	Headteacher and premises committee	A designated space is allocated for disabled drivers
Ensure everyone has access to the main reception area	Ensure that nothing is preventing wheelchair access-e.g. displays or furniture or carpeting	On going	Headteacher and caretaker	All access routes are clear from obstructions
All external areas of the school are clearly lit at night	To improve lighting at main steps from main road.	July 2016	Premises committee and Health and Safety committee	All external areas of school are clearly lit at night
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils.	Spring term 2016 Autumn Term 2014	SENCO	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision

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	<p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of all individual needs</p> <p>c) Evac chair training for support staff to ensure disabled pupils can be evacuated easily from upstairs.</p>		Headteacher to remind staff. Check during fire drills	<p>for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily</p>
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from LA on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

4) Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Provide information in other languages for pupils or prospective pupils who may	Access to translators, sign language interpreters to be	As required	Head teacher	Pupils and/or parents feel supported and included

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have difficulty with hearing or language problems	considered and offered if possible			
To ensure that all parents and other members of the community can access information	Written information will be provided in other formats as necessary	As required	Head teacher	All parents and members of the community can access information
To ensure that parents who are disabled are able to access parent's evenings	Staff to send information home or by phone if requested	As required	Class teachers	All parent's are informed of children's progress