

Pelton Community Primary School



Accessibility Plan 2017-2020

Accessibility Plan reviewed 1/2/17.

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SECTION 1

STARTING POINTS

a)

Objectives

Our School has high ambitions for pupils with disabilities and will aim to provide the correct environment for them to participate and achieve in every aspect of school life.

Our school also intends to increase accessibility for staff and members of the public with disabilities.

**“Be the best you can be;
Believe and you can achieve”**

b)

Pupil Data

As part of our anticipatory duty we will attempt to identify potential pupils with disabilities who will attend the school.

On entry to Nursery, family discussions are held with the parents to ascertain any health/behavioural problems that may indicate potential difficulties. We will contact the feeder school and hold discussions with parents of children wishing to enter school throughout the year.

c)

Accessibility Working Group

As the school was built in 2005, it was fully compliant with any DEA guidelines current at that time. The building was designed to current specifications and the Access Statement

produced by the construction company is held at County Hall Estates Office.

Accessibility needs are reviewed as necessary when circumstances dictate, e.g. change of guidelines, child in a wheelchair.

If/when the occasion arises, a working group will be established that will consist of the

- Headteacher
- SENCo
- Premises Manager
- Office Manager
- Any other relevant person as circumstances dictate.

SECTION 2

**THE MAIN PRIORITIES IN
THE SCHOOL'S
ACCESSIBILITY PLAN**

The Main Priorities of the School's Accessibility Plan

In compiling its Accessibility Plan the school will utilise the “support package” provided via the schools extranet. These resources will be used in conjunction with the database software that highlights issues relating to all three areas from the planning duties:

(a) Improving the physical environment

Following the school's audit we will take the issues of non-compliance detailed in our database and address each item individually and put forward our action plan, timescale and funding methods.

(b) Increasing access to the curriculum

Using the curriculum section within the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.

(c) Providing information in different formats

Again using the information section within the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.

(d) We will also use the additional information section within the database in order to cover any issues that are not detailed within the audit, curriculum and information sections.

(e) We will develop and implement an **Evacuation of Disabled People Plan** and **Personal Emergency Evacuation Plan (PEEP)** using the guidance and instructions from British Standards (BS 5588-12:2004).

ACCESS AUDIT

As the school was fully compliant upon completion in 2005, there is no action plan for the premises.

ACCESS TO CURRICULUM

Curriculum ID: 1
Question
Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities?
Yes - Timescale: Ongoing Funding: Not Applicable
Details / Future Plan
SENCo attends all relevant courses for ensuring guidelines and responsibilities are met. Whole staff attended training sessions for behavioural disabilities, e.g. ASD, held during staff meeting times in school. More specific training is given to staff who have children in class with physical needs, e.g. deafness, growth disorders. Specific PEG feeding training, for example, was carried out for Nursery staff to cope when a new entrant needed it.

Curriculum ID: 2
Question
Are your classrooms optimally organised for disabled pupils?
Yes - Timescale: Ongoing Funding: Not Applicable
Details / Future Plan
Seating arrangements are adapted to accommodate children with special needs, e.g. wheelchair. Quiet areas are allocated for children to have small group time, and there are rooms available for withdrawal of children for 1:1 attention.

Curriculum ID: 3
Question
Do lessons provide opportunities for all pupils to achieve?
Yes - Timescale: Ongoing Funding: Not Applicable
Details / Future Plan
Lesson planning provides for all children no matter their background. Picture charts, larger print material, etc can all be provided for ethnic minorities, less able and visually impaired children for example. All lessons are considered using the inclusion guidance, and 1:1, pair, small group and whole class situations make allowance for the needs of the individuals in the class.

Curriculum ID: 4
Question
Are all pupils encouraged to take part in music, drama and physical activities?
Yes - Timescale: Ongoing Funding: Not Applicable
Details / Future Plan
All children are included in music, drama and physical activities regardless of their disability. Activities are adjusted to accommodate physical, emotional or behaviour problems, and all children are encouraged to participate in school performances and sports day, for example.

Curriculum ID: 5
Question
Do staff recognise and allow for the considerable effort expended by some pupils with disabilities, to access the curriculum?
Yes - Timescale: Ongoing Funding: Not Applicable
Details / Future Plan
The curriculum is constantly being reviewed in the light of the needs of the children, whether they have learning disabilities or physical disabilities, and the planning takes account of those needs.

Curriculum ID: 6
Question
Do staff recognise and allow for the additional time required by some pupils with disabilities, to use equipment in practical work?
Yes - Timescale: Ongoing Funding: Not Applicable
Details / Future Plan
Support is given on a 1:1 basis for children who have a specific practical task to complete in a given time to allow those children to gain the best possible experience from the activity.

Curriculum ID: 7
Question
Have you considered the impact of the timetable on pupils with disabilities?
Yes - Timescale: Ongoing Funding: Not Applicable
Details / Future Plan
Children with physical disabilities, e.g. in a wheelchair, are allowed additional time to move around the school at peak times, like lunch hour, breaktimes, etc.

Curriculum ID: 8
Question
Is provision made for pupils with disabilities who cannot engage in particular activities?
Yes - Timescale: Ongoing Funding: Not Applicable
Details / Future Plan
The needs of the individual child are considered regardless of the disability. If particular activities preclude the involvement of a child because of a disability, that child is withdrawn (with an adult alone or with other children) and given an equally valuable activity that is within their own capability.

Curriculum ID: 9
Question
Do you provide a range of I.C.T. access aids and adaptations?
Yes - Timescale: Ongoing Funding: Not Applicable
Details / Future Plan
ICT support is available for any child with a need in that area. A laptop or ipad can be provided for a child with fine motor skills problems, for example. Advice is sought from Learning Support Service when a potential problem is highlighted initially, and their recommendations are taken into consideration and acted upon as required.

Curriculum ID: 10
Question
Do all pupils have access to the wider curriculum including extra-curricular activities?
Yes - Timescale: Ongoing Funding: Not Applicable
Details / Future Plan
All children have the opportunity to be involved in extra curricular activities, and alternate arrangements are made to fully include them, e.g. hiring transport with access for wheelchairs, arranging swimming at alternative location for disabled children.

Curriculum ID: 11

Question

Are there high expectations of all pupils?

Yes - Timescale: Ongoing **Funding:** Not Applicable

Details / Future Plan

All children are encouraged to work at their highest level, and that level is set by the ability of the child. They are grouped according to academic ability, without preconception.

ACCESS TO INFORMATION

Information ID: 1**Question**

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

Yes - Timescale: Ongoing **Funding:** Other Funding

Details / Future Plan

Whilst information is given in normal format, arrangements would be made to supply the information in alternative form, e.g. foreign language, as required.

Information ID: 2**Question**

Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

Yes - Timescale: Ongoing **Funding:** Not Specified

Details / Future Plan

Group presentations are explained fully, with overhead projections to emphasise the relevant points. Opportunities are given for people to ask questions individually as well as during the group sessions.

Information ID: 3**Question**

Do you have the facilities such as ICT to produce written information in different formats?

Yes - Timescale: Ongoing **Funding:** Not Specified

Details / Future Plan

Although such facilities are not existent in school because of the minimal demand for such a service, advice would be sought from outside agencies should the need arise.

ADDITIONAL INFORMATION

Compliant: No **Timescale:** Not Specified **Funding:** Not Specified

The school acquired the adjoining Children's Centre building in July 2015. This building is also fully accessible.

Compliant: No **Timescale:** Not Specified **Funding:** Not Specified

SECTION 3

MAKING IT HAPPEN

a)

Management

- (i) The Headteacher will coordinate the gathering and input of information into the database. This is an on-going process. The planning group will meet prior to the Governing Body Summer/Spring/Autumn term meeting in order to provide updates on the progress and implementation of the plan.
- (ii) As an agenda item of their termly Governing Body meeting, Governors will begin to understand that it is their key responsibility to have a current school's Access Plan in place and identify priorities within their responsibilities. Governors will be kept up-to-date and will monitor and evaluate any changes against the plan on a termly basis.
- (iii) As an agenda item of an appropriate staff meeting we will be able to offer/provide staff development and training to ensure that all staff are aware of the DDA duties as they apply to the school and also to secure the commitment of staff to removing barriers and increasing access and identify any specific training needs. The Accessibility Plan will be embedded in the School's Improvement Plan (SIP), SEN Plan, Staff Development Programme, Disability Equality Scheme (DES) and Curriculum Planning Programme. Minutes relating to this item will be circulated to Governors to enable them to carry out their evaluation and monitoring role.
- (iv) Aspects of DDA will be highlighted to the pupils, during SEAL and PHSCE and **once a year pupils will be asked to complete a survey** on their views on whether they think that the school has become more accessible to all. The results of this survey will be feedback to the Governors to enable them to carry out their evaluation and monitoring role.
- (v) Once estimates of costs are received regarding any relevant works these will be considered by the Finance Committee and reported to the full Governing Body meeting. Governors will then determine the priority and source of appropriate finance.

b)

Circulation

- (i) The Access Plan will be available in an easy to read paper copy format and can be viewed by appointment with the Headteacher.
- (ii) The Access Plan will be available on the School Website.
- (ii) The Headteacher will inform parents/visitors that there is an Access Plan in place via
 - the school brochure and website
 - the school profile (which is circulated annually to parents/available on-line for parents to view, and/or any interested parties who should request a copy)

Any feedback or comments about the School's Accessibility Plan will be fed back to Governors to enable them to carry out their evaluation and monitoring role.

ANNEXES

ANNEX 1

EVACUATION OF
DISABLED PEOPLE,
PERSONAL EMERGENCY
EVACUATION PLAN
(PEEPs) AND USE OF
REFUGES

Pelton Community Primary School

**Draft Evacuation of Disabled
People Plan; Draft Personal
Emergency Evacuation Plan
(PEEPs) And Use of Refuges**

THE PURPOSE OF THE PLAN

The Purpose of this Plan is to ensure that individuals with disabilities will be able to evacuate the premises safely in the event of an emergency.

AWARENESS OF INDIVIDUALS WITH DISABILITIES

We are aware of the pupils and staff with disabilities currently in school who require assistance with evacuation and we have attempted to identify other individuals that might have difficulty evacuating the premises or who might need assistance by placing a sign that states:

If you need assistance in evacuating the premises in the case of an emergency – please make that known to a member of staff.

At that time we will make visitors aware of our standard **Emergency Evacuation Procedures** i.e. Fire Drill Procedures.

USE OF PERSONAL EMERGENCY EVACUATION PLANS (PEEPs)

We recommended Personal Emergency Evacuation Plans (PEEPs) are for those people with disabilities using the premises on a **regular** basis that require assistance to leave the building. PEEP's will be written by management in conjunction with the individual(s) concerned and are based on knowledge of the structural provisions within the building. PEEP's will explain the method of escape to be used in each area of the building on a case-by-case basis, and when agreed one copy is given to the individual and one copy is retained by the SMT. For those individuals with disabilities that visit the premises we will provide a standard plan when they sign in at reception.

Through the recording of PEEP's, the SMT will be aware of the amount of staff support required for each evacuation.

REVIEW

This plan will be reviewed on an annual basis.

***IF YOU NEED ASSISTENCE
IN EVACUATING THE
PREMISES IN THE CASE OF
AN EMERGENCY PLEASE
MAKE THAT KNOWN TO A
MEMBER OF STAFF***