



ACCESSIBILITY PLAN 2014-2017

This policy sets out the aims, principles and strategies we will take to ensure that we meet the needs of our pupils to enable their learning to be of the highest quality. At St. Mary's school the Governing Board and staff are committed to meet the requirements of all our learners to make our school as accessible as possible. (Please read this plan in conjunction with the Equalities and Community Cohesion policy and the Special Educational Needs & Disability policy.)

June 2013.

Updated and action plan reviewed June 2014.

Policy reviewed December 2016 by Norma Beresford (SEND link governor) with Annemarie Fernando (SENCo).

A handwritten signature in dark ink, appearing to read "L. Freeman".

Acting Headteacher:

(Lucia Freeman)

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SCHOOL ETHOS

Introduction

It is a fundamental part of our Christian foundation and ethos that everyone in our school should be treated with respect and dignity, in keeping with the Christian belief that God made all people equally valuable and in His image.

Our Christian ethos implies a commitment to tackling any form of discrimination, whether direct or indirect, individual or institutional, and promoting equality of opportunity. Each person in our school community will be given fair and equal opportunities to develop their full potential. Consequently we are committed to meeting all requirements to make our school as accessible as possible.

The SEN and Disability Action 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education, these requirements have been replicated in the Equality Act 2010. The Governing Board has three key duties towards disabled pupils, under Part 4 of the DDA:

- a. not to treat disabled pupils less favourably for a reason related to their disability;
- b. to make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;
- c. to draw up plans to show how, over time, we will increase access to education.

This policy sets out the proposals of St Mary's Church of England School to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA by:

- a. increasing the extent to which disabled pupils can participate in the school's curriculum;
- b. improving the physical environment of the school to enable fuller usage by disabled pupils;
- c. improving the delivery of written information to disabled pupils using appropriate means.

DEFINITION OF A DISABILITY

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

What defines 'reasonable adjustments'?

In determining what is reasonable the school will have regard to:

- a. health and safety requirements
- b. The practicality of making reasonable adjustments
- c. The interests of other pupils
- d. The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- e. The extent to which aids and services will be provided via a Statement of Educational Needs statement, or by provision paid for outside the school's resources

WHAT WE WILL DO

How will St Mary's Church of England school increase access to the curriculum for disabled pupils?

As part of the admissions process, staff will meet with parents to discuss whether or not a prospective pupil will be able to access the curriculum and what reasonable adjustments can be made to facilitate this. In determining this, the school may advise additional assessments for further clarification. If after consultation the school decides that it would not be able to discharge its legal and moral responsibilities to educate the prospective pupil and/or its contractual duties to the parent(s), we will be unable to offer a place.

In support of any planning, where appropriate, further discussions will be had with parents to understand requirements and delivery approaches. Specific planning with the school's Inclusion Co-ordinator will take place and an Individual Education plan (IEP) will be drawn up in accordance with our policy and procedures. This will be monitored and reviewed frequently; Any further adjustments to provision will be within the remit of this accessibility plan. The Governors responsible for Additional Educational Needs will monitor this process and its outcomes termly.

The school will carefully increase children's and staff's awareness of any disabilities.

Appropriate staff Inset will be provided to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision. Specific training for any needs (eg. Medical) will be undertaken and it is the responsibility of the Inclusion Co-ordinator's responsibility to put this in place.

The School will agree appropriate and regular means of communication with parents regarding the student's progress, behavioural issues and the effects of any medication.

The School will endeavour to:

- a. be sensitive to the needs of every child
- b. reduce barriers to learning in every area of school life
- c. ensure the curriculum is accessible to every student
- d. keep equality of opportunity enshrined in our practice.

The School will not discriminate against, or victimise a pupil:

- a. in the way we provide education for the pupil
- b. in the way we afford the pupil access to a benefit, facility or service
- c. by not providing education for the pupil
- d. by not affording the pupil access to a benefit, facility or service
- e. by subjecting the pupil to any other detriment.

How will St. Mary's Church of England school improve the delivery of written information to disabled pupils?

Following our Special Educational Needs & Disability (SEND) procedures, the school will seek advice on translation materials from Physical / Sensory services to identify materials and providers. The school is fitted with Interactive whiteboards in all main teaching areas; there is WIFI and a range of equipment already in place (tablets; ipads; laptops) which can have additional software added to meet specific needs. The Inclusion co-ordinator will keep an updated library of all resources and their location (currently the staff room), which will be available for all staff plus SENCo's resources (currently in Year 5 classroom). This will be part of the inclusion manager's action plan for Additional Educational Needs 2017-19.

The provision map, which clearly identifies all additional support for a child with SEND and forms part of the IEP process, will be sent to parents of individual children as appropriate. The parent Portal, which will be accessed via the school's website, enables pupils and parents to access individual learning programmes and enhancement from home. This will come online during 2015. Any child who has a period of prolonged absence will be supported in their education through this means or any other as agreed with the parent.

How will St Mary's Church of England school improve the physical environment of the school to enable fuller usage by disabled pupils?

St Mary's School is located in a one story building. The building was originally built as a school although has not been used as a school for some years. It is being refurbished before the school opens so previous aspects of the building which are now considered to be a safety risk can be removed (e.g. projecting cantilevered sections to classrooms). The refurbishment retains much of the existing structure including corridors, door widths and overall space.

However the new design for the building pays careful attention to the requirements of the Disability Discrimination Act and there will be considerable improvements to improve access for the disabled. Features will include:

External Improvements to Accessibility

- Front access gates have powered opening rams
- Disabled car park space close to the school Reception
- Main access path increased in width to 2000mm and lit
- Level access to the building, including from the car park to the main school Reception, a tarmac ramp to remove the height differential between the main play area and the hall doors, and from the Reception classroom to the canopy
- Contrasting colours used on softpour where possible
- Access controls are set at an appropriate height
- New paths are tarmac rather than slab to reduce trip hazard
- Steps and changes in level kept to a minimum; slopes used where possible

Improvements to Internal Accessibility

- Minimal internal steps or level changes
- The main access doors are double doors inside and out
- Where doorways and corridors have been changed it has been ensured they are wide enough for use by someone in a wheelchair
- Colour schematics are selected with the needs of the partially sighted in mind including internal floor coverings, contrasting wall and floor edges, contrasting door handles to doors
- The reception desk has split level for wheelchair users

Provision of an Accessible Learning Environment

- Provision of WC facilities in the Reception area which are suitable for disabled use and accessible to school visitors
- There is not an 'audio loop' (yet) in the hall
- DfE BB guidelines adhered to in all areas
- Acoustics and sound separations as required by building control
- Quiet areas inside and outside of the building where stimulation levels can be reduced to enable the needs of an autistic child to be met

The Governing Board and staff will undertake an immediate review should the school admit a child with a specific need that may require any further changes to the building in order for that child to fully access the curriculum.

COMPLAINTS PROCEDURE

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the Headteacher and, if concerns persist, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be followed. The full Complaints Procedure is available from the school office and on the Website, www.stmaryshampton.school.org.uk

Copies of this Accessibility Plan are also available in the staff handbook, on the staffroom wall, from the school office and on the school website. The school's Additional Educational Needs action plan is revised annually in the light of the AEN self evaluation toolkit, which in turn takes into account of needs of current and expected pupils. The monitoring processes of both the AEN Governors and the Resources committee combine in the summer term to ensure that provision is in place for new admissions the following September.

THREE YEAR PLAN 2014 – 2017 (Evaluation of 2013-14)

The Ethos statement underpins the school's Mission statement and supports this document,. It should be read together with the Annual Additional Educational Needs action plan, which is part of the SDP, from September 2014 onward. Effectiveness of the school's accessibility plan and its AEN plan will be reviewed annually in Summer 2015 and each Summer term thereafter.

Increasing Access to Learning and the Curriculum

REF: 1.0	AIM	ACTION(S)	TIME	PEOPLE/RESOURCES	SUCCESS CRITERIA	EVALUATION	NEXT STEPS
1.1	To review curriculum provision in the light of the information obtained during the induction process	Identify specific needs; obtain specialist reports and information. Set up IEP's and other modifications to learning as necessary	July 2013 – September 2013.	Class teacher with Inclusion co-ordinator (headteacher)	Children joining our school have access to learning	No child admitted in Sep 2013 with known SEND	Ongoing review periods to be set within the IEP process
1.2	To monitor the impact of the provision established in Autumn 2013	Headteacher and SEND Governors to monitor progress of children with disabilities as a specific group and report the Governing Board	Feb / March 2014	HT and AEN Governors	Governing Board has clarity as to the effectiveness and impact of the provision for this group	Baseline assessment was used to provide monitoring tool for early identification of any SEND	Review plan as necessary
1.3	To monitor the impact of the provision	Gain feedback from specific parents and from pupils through a survey	May 2014	Inclusion Co-ordinator and Governing Body (AEN Governors)	Governing Board has clarity as to the effectiveness and impact of the provision for this group	By Easter 2014 one pupil is referred for follow up investigation by specialist agency. Adjustments in curriculum provision for further support	Review plan as necessary. Amend provisions and accessibility plans for

						made.	future cohort
1.4	To maintain a healthy emotional support for any pupils with disabilities	Monitor Incident logs and analyse –Discriminatory incidents	Every six weeks throughout each school year	HT, report to the Governing Board	Governing Board has clarity and take appropriate actions	Governor monitoring visit June 2014: progress and provision monitored; Pupil has made equivalent progress to rest of cohort and attendance in excess.	
1.5	Repeat 1.1 – 1.4	As above	Summer term 2014 to Summer term 2015; 2015-2016; & 2016-17	As above	As above	Preliminary information requires medical and behavioural amendments to be made for admissions September 2014 (See AEN annual plan 2014-15)	As above
1.6	To review curriculum provision in the light of the information obtained during the induction process.	Inclusion Co-ordinator in preliminary meetings with parents and pre-school providers; Early years' adviser (Hounslow). Appoint appropriate support staff on temp contract initially, pending clarity re: pupils' needs	June 2014 – Sep 2014	Inclusion Co-ordinator (Headteacher); Classteacher. Headteacher, Classteacher & Governors.	Children with known SEND will be enabled to begin school with ease. Clarity of transition will reduce anxiety		Staff training for needs planned for Induction week Sep 2014

Increased Access to the Physical Environment

REF: 2.0	AIM	ACTION(S)	TIME	PEOPLE/RESOURCES	SUCCESS CRITERIA	EVALUATION	NEXT STEPS
2.1	To review physical provision in the light of the information obtained during the induction process	Identify specific needs; use parental information and specialist reports and information (see 1.1) Implement modifications to physical environment as necessary	July 2013 – September 2013.	Class teacher with Inclusion co-ordinator (headteacher)	Children joining our school have access to learning	No known physical amendments were needed for admissions 2013	Ongoing review periods to be set within the IEP process
2.2	To monitor the impact of the provision established in Autumn 2013	Headteacher and SEND Governors to monitor progress of children with disabilities as a specific group and report the Governing Board	Feb / March 2014	HT and AEN Governors; Health and safety staff member (DP); H&S governors (Resources committee)	Governing Board has clarity as to the effectiveness and impact of the provision for this group	As above	Review plan as necessary
2.3	To monitor the quality and accessibility of the site after Phase 2 is complete	Review the arrangements specifically with needs of current pupils in mind	December / January 2014	As 2.2	As above	Governors have reviewed this in site meetings throughout the build process	As above
2.4	To monitor the impact of the provision	Gain feedback from specific parents and from pupils through a survey	May 2014	Inclusion Co-ordinator and Governing Board – AEN Governors	Governing Board has clarity as to the effectiveness and impact of the provision for this group	On-going feedback received from parents re: safe pedestrian access	Review plan as necessary. Amend provisions and accessibility plans for future cohort. See link to Travel

							Plan 2014
2.5	To maintain a healthy emotional support for any pupils with disabilities	Monitor Incident logs and analyse –Discriminatory incidents	Every six weeks throughout each school year	HT, report to the Governing Board	Governing Board has clarity and take appropriate actions See GB Health & Safety reports	N/a for this specific grouping. AEN toolkit self evaluation review identifies the need to develop further the provision for emotional needs from September 2014	AEN Action plan 2014-15.
2.6	Repeat 2.1 – 2.5	As above	Summer term 2014 to Summer term 2015, 2015-2016, & 2016-17.	As above	As above	See induction procedures for new pupils 2014 – two identified with SEND by June 2014	Provision for Sep 2014 to be assessed against need.
2.7	To review physical provision in the light of the information obtained during the induction process for 2014-15	Health & Safety governors to undertake risk assessment in knowledge of new pupils' needs.	July and Sep 2014	HT, governors; report to Headteacher / Inclusion Co-ordinator. Actions logged within Resources committee	That provision is in place for Sept 2014 for these pupils; That any changes to the environment may be undertaken in the summer 2014		

Improvement of delivery of the written information

REF: 3.0	AIM	ACTION(S)	TIME	PEOPLE/RES OURCES	SUCCESS CRITERIA	EVALUATION	NEXT STEPS
3.1	To review provision of information in the light context for individual pupils obtained during the induction process	Implement modifications as necessary; ensure that both parents and pupils know how to access the means of communication at their disposal and offer support and training if necessary	July 2013 – September 2013. Ongoing training and support throughout the Autumn term as part of an extended induction process for specific families according to need	Classteacher with Inclusion co-ordinator (headteacher)	Children joining our school have access to learning	Parent Induction procedures outlined expectation and supported any family having difficulty accessing key information. 100% parents use electronic communication.	Ongoing review periods to be set within the IEP process
3.2	To monitor the impact of the provision established in Autumn 2013	Headteacher and SEND Governors to monitor progress of children with disabilities as a specific group and report the Governing Board	Feb / March 2014 Specific monitoring of accessibility of the Parent Portal as and when it comes online (early 2014 latest)	HT and AEN Governors; Health and safety staff member	Governing Board has clarity as to the effectiveness and impact of the provision for this group	Communication Survey Spring 2014. See GB Minutes. Overall positive response. GB took on board some improvements regarding	Review plan as necessary

						information.	
3.3	To monitor the impact of the provision	Gain feedback from specific parents and from pupils through a survey and conversations	May 2014	Inclusion manager and Governing Board – AEN Governors	Governing Board has clarity as to the effectiveness and impact of the provision for this group	SEND group is not a well established group until 2014. Only one pupil emerged Spring 2014. Response from parents re: communication very favourable.	Review plan as necessary. Amend provisions and accessibility plans for future cohort. Additional welcome signs in different languages to support EAL families.
3.4	To maintain a healthy emotional support for any pupils with disabilities	Monitor Incident logs and analyse –Discriminatory incidents	Every six weeks throughout each school year	HT, report to the Governing Body	Governing Board has clarity and take appropriate actions	PSED curriculum a strength for this child. (June 2014). Attainment and progress at least in line with cohort and with national expectations.	
3.5	Repeat 3.1 – 3.4	As above	Summer term 2014 to Summer term 2015; Summer term 2015 – 2016 & 2016-17.	As above	As above	Initial induction procedures indicate that the two known families of pupils with SEND prefer	Indications are that the visually impaired pupil entering Sep 2014 will not require specialist support with

						electronic communication.	actual sight and written word. This will be reviewed Autumn 2014.
3.6	To monitor the need of other notices to be written in other languages (see 3.3 “next steps”)	During 2014-15 to consider EAL profile; GB to consider a further parent survey with EAL in mind as a specific target. (Spring 2015)	December 2014 – early identification of EAL group from new admissions	Resources committee rep with AEN governors (SEDC)	Children and families from EAL backgrounds and cultures feel included, welcomed and are able to access key information		

Increasing Understanding and Partnership with Staff, Pupils and Parents

This will formulate part of our Personal Social Health & Citizenship Education programme, and our Collective Worship “Values for Life” programme and will be documented within the subject specific plans. Any targeted work required, maybe as a direct response to the monitoring and review procedures undertaken by the Governing Board outlined above, will be added to the School development plan for that period.

PERSONAL EMERGENCY EVACUATION PLAN

NAME:

DATE: 3/5/2016

REVIEW DATE: May 2017

Generally annually (or sooner if there is a change in circumstances such as for a temporary disability or a change in health)

Copies to:

SLT, Class Teacher, PLSA, Office staff, Premises Office

Introduction

The purpose of this PEEP is to enable the school to implement policy and procedures in order to discharge part of its duty towards disabled pupils/young people or staff under the Regulatory Reform Order 2005; the Education Act 1996 and the Disability Discrimination Act 1995.

This plan will ensure that children with a mobility issue or impairment, whether permanent or temporary, are not put at any disadvantage or treated less favourably in the event of an emergency situation.

This plan will:

- identify any specific needs of the individual,
- identify staff responsibilities
- identify staff training requirements
- identify specific evacuation routes where appropriate,
- identify refuge areas and specific evacuation procedures.

This 'PEEP' will be reviewed at least annually to ensure that the most up to date information is available. Further reviews will be undertaken where there is a change in the person's health; a change in procedures or an alteration of the premises.

Plan Objective

(Name) is severely visually impaired and special provision needs to be made for her evacuation from the school in the event of an emergency. In the event of an emergency situation, typically a fire evacuation, (Name) will be accompanied, assisted & supported by her PLSA – either Mrs Kitch or Mrs Carter. If a fire evacuation occurs while her PLSA is on break, then Teaching Assistant Miss Korpela will take full responsibility for (Name).

Evacuation Procedure

As part of the routine classroom evacuation, (Name)'s PLSA should take her by the hand and leave with the rest of the class and assemble at the designated meeting point. In doing so, the PLSA should make an assessment of the safest route to take based on a visual check of the corridor on leaving the classroom. If there is no obvious danger/obstruction in either direction.

Plan Requirements

Action Required	Action taken
All staff and child to be advised of the procedure.	
New staff to be advised of procedures as part of induction training.	
Personal Emergency Evacuation Plan to be practiced.	