



Simonside Community Primary School

Accessibility plan - 2014 -2017



Introduction

This plan identifies the ongoing actions of the staff and Governing Body to increase access to education for disabled pupils in the following areas and in accordance with Department for Education guidelines:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Vision and values

At Simonside Community Primary School we are committed to providing a fully accessible environment and curriculum which values and includes all children. This will enable them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities that we provide.

We recognise the individual needs of all students and aim to maximise everyone's potential. All staff share these responsibilities and we have a member of the Senior Management Team with the responsibility for inclusion.

Information

We have on average 20% of pupils with special educational needs. Needs vary and can include language difficulties such as speech and language, dyslexia, dyspraxia, Autism, hearing impairment, emotional and behavioural difficulties and medical needs.

Curriculum

Our expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

The following good practice is in place at Simonside Primary School:

- Comprehensive tracking systems and data analysis
- Excellent procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information given to all relevant staff in order to support pupils
- Regular home school liaison
- Differentiated curriculum to enable all pupils to feel secure and make good progress
- Teaching assistants are deployed effectively to support a range of needs e.g. speech and language, motor skills, literacy and numeracy
- Special consideration for pupils taking part in tests e.g. adult readers provided, extra time if appropriate and granted by the LA.
- Strong links with outside agencies
- Teaching included a range of techniques to support different learning styles.
- All pupils are encouraged to take part in the full curriculum.
- Staff consider needs of disabled pupils when planning educational visits and check accessibility of all venues.

Physical Environment:

The school has new school ramps (2013) for physical access to the main front entrance, side and back entrance to the school. There are two disabled toilet facilities. One is next to a parents room near the entrance of the school and the other is next to classrooms in key stage 2.

New fire and wheel chair friendly doors (2013) have been fitted to the entrance of both assembly halls.

The interior of the building does not have a fully accessible thoroughfare. This is due to steps between the main hall and key stage 2 corridor and upstairs classrooms only accessible by staircases. However, this has been overcome by reasonable adjustments. Such as using outdoor routes and changing classrooms around.

The following good practice is in place at Simonside Primary School:

- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory (a new updated system installed in 2013) and assembly points are on the playgrounds. We will review the need for a visual alarm if the need arises.
- Personal evacuation plans are in place for identified children with disability needs.
- Furniture and equipment are selected as standard, age related as appropriate.

- Consideration is given to the appropriate colour schemes when refurbishing to benefit pupils with visual impairments.
- Installation of window blinds in all rooms.
- Regular evaluation of the school site for accessibility by the SMT and governors responsible for finance and premises.

Information:

The school makes good use of the skills of external agencies to support pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

The following good practice is in place at Simonside Primary School:

- Translators are bought in when required to ensure that all parents have good access to information.
- A mobile texting service is provided to support good communication between home and school.
- Information for pupils in school is given in various formats when necessary including the use of simplified language and diagrams, ICT and oral reinforcement.
- Teachers are available at the end of the day to talk to parents if required.

Management and Implementation:

We share a whole school approach to meeting the requirements outlined in our accessibility plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process and will also be reviewed when pupils with additional specific needs enroll at our school. The evidence used to aid reviews of the plan will include:

- SEN register
- Monitoring feedback re the provision for the children
- Data tracking
- Attendance data
- IEP/ statement reviews
- External agency reports and input
- Government and LA policies and initiatives
- Building inspection reports

Publication of the plan

The plan will be available on request from the school and published on the school website.

| TERM | Targets | Strategies | Outcome | Timeframe | Goals achieved |
|-------------|--|--|---|---------------------|--|
| Short | Availability of written material in alternative formats | The school makes itself aware of the services available through the LA for converting written information into alternative formats. | If needed, the school can provide written information in alternative formats. | Summer 2014 ongoing | Delivery of information to disabled pupils/parents improved. |
| Short | Up to date information regarding disability of pupils. | School to review the information requested on pupil application forms. | School able to respond to needs of pupils and make provision for them. | Summer term 2014 | School response to needs of all pupils. |
| Short | To include accessibility planning in appropriate section of the 3 year School Improvement Plan | Use internal audit of site re accessibility. To link this audit with LEA audit of accessibility.(including playground inspection) | School begins to dovetail accessibility planning into existing plans. | Summer term 2014 | Accessibility planning continues to be an integral feature of school's planning. |
| Medium | To update Inclusion Quality Framework. | SMT to work through IQF. Discuss and report to staff/governing body and feed into development planning. | Inclusion review will evidence the high quality skills and provision provided for pupils. | Summer term 2016 | Updated. All staff/governors aware of Framework and have participated in audit. |
| Medium | To ensure all policy statements reflect inclusion for all pupils. | Curriculum co-ordinators to review policy statement in the light of the new curriculum. | Evidence of equality of access to the curriculum for pupils with a disability. | Autumn term 2014 | New National Curriculum access for all. |

| TERM | Target | Strategies | Outcome | Timeframe | Goals achieved |
|-----------|---|---|---|------------------------------|---|
| Medium | To ensure equal access for pupils/parents with specific physical needs | Act upon any findings from Health and Safety Inspection relating to access to exit from building. | Pupils/parents have equal safe access to/from the school building. | Ongoing from Autumn 2014 | Evidence of equal involvement of disabled |
| Medium | To investigate changes to the entrance /waiting area of the school. | Design advice and costs re the access to the school and appropriate security doors to the rest of the school. | A proposed plan with financial costing | Autumn term 2016 | Improved access and security to the main entrance will be sought. |
| Medium | To use funding to improve the outdoor area. | Receive competitive quotes Plan into new budget | New tarmac on identified areas of need on the playground. Improved drainage system. Play equipment updated. | Autumn term 2014 On going | Playgrounds will be well maintained and accessible for all. |
| Long | To ensure equal access for pupils/parents with specific physical needs. | Gain planning advice on a suitable solution for a designated accessible bay | Bay marked out | Autumn term 2017 | Easy access to school site and building |
| Long | To have a school building in place which meets needs of all those associated with site. | To capitalise on funding streaming and available grants for planning for school site and building | Quality of provision will continue to improve for all pupils. | On going | To have a school building in place which meets needs of all those associated with site. |
| Reference | http://www.legislation.gov.uk/ukpga/2010/15/schedule/10 | | | | |