



Trimley St Mary Primary Accessibility Policy/Plan

Policy Title	Accessibility Plan
Legal Requirement	Yes
Review Cycle	3 Years
Lead Personnel/Committee	
Version	Third
Summary of Changes	Updated Action Plan
Date Approved by Governing Body	
Next Review Date	March 2020
Archived	

TRIMLEY ST. MARY PRIMARY SCHOOL

Accessibility plan

At Trimley St. Mary Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, social and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, (relating to Disability) of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. The Equality Act 2010 states a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities. The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

Trimley St Mary School Site

The school site is easily accessible to all adults and children, being built on one level, with very few steps or slopes. There is good access to the main entrance and an alternative entrance at the front of school with a ramp. There are two access paths to the rear of the school. A ramp has been built to the external doorway of room 21 allowing access to foundation stage outdoor learning area. There are two accessible toilets (one includes an accessible shower facility). There are two marked accessible parking spaces, with an assistance buzzer linked to the school office. There are two tarmacked playgrounds and a large field all easily accessible from the main building.

AIMS

- To increase the extent to which disabled pupils can participate in the school curriculum and the wider life of school including trips and clubs.
- To improve the physical environment of the school
- To improve the delivery of information to disabled pupils/parents/carers/visitors and staff.

Curriculum				
Target	Strategies	Time-Scale	Responsibility	Success Criteria
<p>Liaise with local preschools, playgroups, nurseries and parents prior to entry into EYFS to ascertain needs of any disabled child.</p> <p>Any new admissions during the year with disability.</p> <p>Liaise with High Schools re transfer of children to KS3</p>	<p>Carry out visit to discuss needs of children.</p> <p>Be aware of the needs and make any minor adjustments required.</p> <p>Create Individual Health Care Plan, as required, in discussion with parents/carers and other health care professionals.</p> <p>Ensure a smooth transition, minimise disruption for the child.</p>	<p>Spring/Summer term ready for September.</p> <p>IHC plans monitored and reviewed regularly.</p> <p>Summer term, ready for September</p>	<p>SENCo and EYFS staff</p> <p>SENCo</p> <p>KS2 Phase leader/SENCo</p>	<p>All aware of individual pupils needs. All aspects of school life are fully accessible.</p> <p>IHC plans in place for disabled pupils and all staff aware of pupils' needs</p> <p>Good communication and a smooth transition for the child.</p>
<p>Increase confidence of all staff in differentiating the Curriculum</p>	<p>Be aware of staff training needs on Curriculum Access</p> <p>Autistic Spectrum Disorder (ASD) friendly classrooms</p> <p>dyslexia friendly classrooms</p> <p>Children that require additional help, have an IHC, or ISP (Individual Support Plan) will have provision recorded on a Pupil Passport, Personal targets are set in discussion with children, parent/carers and teacher.</p>	<p>On going</p> <p>CPD as required</p> <p>Personal targets/interventions monitored and reviewed termly.</p>	<p>Deputy Headteacher</p> <p>SENCo/class teacher</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation.</p> <p>A wide range of learning styles adopted.</p> <p>Children aware of and are meeting their targets.</p>
<p>Ensure classroom support staff have specific training on disability issues</p>	<p>Be aware of staff training needs</p> <p>Staff access appropriate CPD</p> <p>Online learning modules if required</p>	<p>As required</p>	<p>Deputy Headteacher</p>	<p>Raised confidence in support staff.</p> <p>Pupils adequately supported.</p>
<p>Ensure all staff are aware of disabled children's personalized needs for curriculum access</p>	<p>Create individual health care plans for disabled pupils when required</p> <p>Information sharing with all agencies involved with pupil</p>	<p>As required</p>	<p>SENCo</p>	<p>All staff aware of individual's needs.</p> <p>Pupils adequately supported.</p>
<p>Use ICT software to support learning</p>	<p>Software to be installed where needed</p>	<p>As required</p>	<p>ICT technician</p>	<p>Wider use of SEN resources in classrooms.</p>
<p>Educational visits to be accessible to all</p>	<p>Develop guidance for staff on making trips accessible</p> <p>Ensure each new venue is vetted for appropriateness so any necessary adaptations can be made and staff made aware.</p>	<p>As required</p>	<p>HT</p>	<p>All pupils in school able to access all educational visits and take part in a range of activities.</p>
<p>Review PE curriculum to ensure PE accessible to all</p> <p>Ensure all can participate in after school clubs</p>	<p>Gather information on accessible PE and disability sports</p>	<p>As required</p>	<p>PE Coordinators</p>	<p>All to have access to PE and take part in a range of activities.</p>

Physical Environment

Target	Strategies	Time-Scale	Responsibility	Success Criteria
<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p> <p>Review and possibly alter the designated accessible parking spaces.</p>	<p>To create Individual Health Care Plans for disabled pupils as part of the process when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletters/questionnaires. Consider access needs during recruitment process.</p>	<p>As required</p> <p>Induction and ongoing as required</p> <p>Car park review - Sept. 2017</p> <p>Recruitment process</p>	<p>SENCo</p> <p>HT &GB</p> <p>HT &GB</p> <p>HT&GB</p>	<p>IHC plans in place for disabled pupils and all staff aware of pupils' needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents/carers have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
<p>Layout of school to allow access for all pupils to all areas</p>	<p>Consider needs of disabled pupils, parents/carers or visitors when considering any redesign. Ensure corridors are kept clear from obstructions.</p>	<p>As required</p>	<p>HT/GB /</p>	<p>Access for all</p>
<p>Ensure all disabled pupils can be safely evacuated</p>	<p>Put in place Personal Emergency Evacuation Plans (PEEP) for all pupils with difficulties</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	<p>As required</p> <p>Each September</p>	<p>HT&GB</p>	<p>All disabled pupils and staff working alongside are safe in the event of an evacuation</p>
<p>Ensure hearing and visual environment in classrooms is regularly monitored to support hearing and visually impaired pupils</p>	<p>Seek support from LA HI and VI advisory teachers.</p> <p>Regular monitoring of need.</p>	<p>On going</p>	<p>SENCo</p>	<p>All pupils have access to the appropriate environment</p>

Communication				
Target	Strategies	Time-Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction Current	EYFS Office IT Technician	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils/parents with a visual impairment	As required	Class Teachers/office staff	Good communication
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCo	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	As required	ICT technician	All can access information

LINKS WITH OTHER AGENCIES

- Excellent liaison exists between Trimley St. Mary Primary School, other schools in the local schools' pyramid and local early year's providers. This liaison involves staff visits, discussion about children and includes joint pupil activities. All of which help to minimise disruption and aid continuity for pupils in the transfer from pre-school to primary then through onto high school.
- Children with Educational/Individual Health Care plans have special programmes set up at the transfer school, to enable smooth transition to take place.
- Children who transfer to other schools have detailed records passed on to their receiving school
- Help is provided by outside agencies as appropriate (e.g. other pyramid schools, occupational therapists, speech therapists, Advisory Teachers for pupils with Hearing and visual impairment and specialist nursing staff.)

ASSOCIATED DOCUMENTS:

- Building and School Development Plan
- Single Equality Scheme
- Equality Action Aims and updates
- SEND policy
- Personal Emergency Evacuation Plan

DATE OF PLAN: March 2017

DATE OF REVIEW: Progress reported on annually within the Single Equality Scheme.
Full review 2020

Publication and dissemination of the School's Plan

The School makes its Single Equality Scheme and Accessibility Plan available in the following ways:

- Publishing it on the School website
- Making it available in alternative formats on request

For further information, please contact: Mr. C Monk – Chair of Governors or
Mrs. C. Ashford - The Head Teacher

This Scheme and Action Plan has been agreed by the Governing Body

Signed _____ Date _____

