

Edmondsley Primary and Nursery School
Accessibility Plan 2018
2018 – 2021

Date Reviewed by Finance, Premises and Health and Safety Committee: Autumn 2018.

Review Date: Autumn 2019

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1. Vision Statement

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is committed to providing a setting that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within school.

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils.”

According to the Equality Act 2010 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 negative effect on his or her ability to carry out normal day-to-day activities.

‘Substantial’ is more than minor or trivial and ‘long-term’ means 12 months or more. Although this condition may be managed with medication, day-to-day life should be considered without the availability of medication/medical equipment.

2. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum

Our school will aim to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Our school aims to improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

- Improve the availability of accessible information to disabled pupils

Our school aims to improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include leaflets, timetables, textbooks and information about the school and school events; the information will be made available in various preferred formats within a reasonable timeframe.

The school's specific short, medium and long term objectives are recorded below in relation to Curriculum, Physical Environment and Information.

3. Access Audit

Edmondsley School is a split site school having the Nursery Building as a separate building from the Main School.

The main school is a single split level building with several access points from outside which are not currently wheelchair accessible.

The Nursery School is a single, partially split level building. Access points from both doors available are not currently wheelchair accessible.

Although all door accesses to Main Reception, Key Stage 1, Key Stage 2 and Fire Exits are wide, currently each entrance/exit have steps.

On-site car parking for staff and visitors does not currently include a dedicated disabled parking bay.

The school has internal emergency signage and escape routes are clearly marked.

4. Current Good Practice

- *Curriculum*
- *Physical Environment*
- *Information*

Our school strives to meet the needs of every pupil, and engage with our school community, but understands it is particularly important to ensure those with a disability are not at a disadvantage in relation to the curriculum, environment or access to school information. As a school we aim to ask about any disability or health condition in early communications with new parents and carers in line with Data Protection. For parents and carers of children already at the school, we request information be updated as part of our annual data collection at the start of the academic year. However, parents are encouraged to update information as necessary.

- *Curriculum*

We believe all pupils have access to a fully inclusive curriculum that is adapted where necessary to ensure pupils with a disability have the opportunities to participate and fulfil their potential. Our staff have received training around supporting some specific conditions such as Autistic Spectrum Disorder (ASD) to ensure their teaching is supportive of those pupils' needs.
- *Physical Environment*

Adaptations to the environment are made where possible .

➤ *Information*

Parental information is available in a variety of ways; newsletters, text messages, notice boards and via the school website and facebook page. Parents can request an alternative format should they require it. Information is also presented to children in school in a variety of ways. Staff take careful consideration of a child’s individual needs to make adaptations to ensure access.

5. Plan

Curriculum

TIMESCALE	ACTION
<p>SHORT TERM (ongoing) (2018 – 2020)</p>	<p>Increase in confidence of all staff in writing Support Plans for individual children. Inclusion of Professional Development.</p> <p>Special Educational Needs Co-ordinator aware of staff training needs (ongoing)</p> <p>Staff access appropriate Training for individual needs (ongoing)</p> <p>Establish personalised work areas where required. (ongoing)</p> <p>Seek advice from specialist advisory teachers to support individual’s needs.</p>

Physical Environment

TIMESCALE	ACTION
<p>SHORT TERM (2019 – 2020)</p>	<p>Dropped curb to improve access to Nursery building. (Mobile ramp completed 2018)</p> <p>Mobile ramp to main hall from outside. (Completed 2018)</p> <p>Handrail up steps to Main Office (as part of whole school Feasibility Study. Study completed Summer 2018)</p>

MEDIUM TERM (2019 – 2021)	Feasibility study for Main School building extension to include disabled toilet and access. (Feasibility Study completed by Durham Local Authority Summer 2018)
LONG TERM (2021 – 2023)	Main School building extension to include disabled access and disabled toilets.

Information

TIMESCALE	ACTION
SHORT TERM (Ongoing) (2018 – 2019)	When required, access to translators, sign language interpreters to be considered and offered if possible. When required, suitably enlarged print for pupils/adults with a visual impairment will be provided.

6. Links to Other Policies

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- a. Behaviour Policy
- b. Thematic Curriculum Policy
- c. Equalities Policy
- d. Health and Safety Policy
- e. Equality Information and Objectives
- f. School Improvement Plan
- g. Special Educational Needs Policy

7. Summary of Management, Coordination and Implementation

The Accessibility Plan has been developed based upon information found within the school Access Audit as well as consultation with staff and Governors.. The Accessibility Plan will be reported on at least annually and reviewed at least at least every three years. An Accessibility Audit will be completed by the School, prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. The Accessibility Plan will be monitored by Governors. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. It may not be feasible to undertake all of the works during the life

of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The Accessibility Plan will be published on the school website.