



'Valuing Learning, Learning to Value'

Yorkley Primary School Accessibility Plan 2017 - 2019.

Policy status

Statutory

Purpose of the Plan

The purpose of this plan is to show how Yorkley Primary School intends, over time, to increase the accessibility of our school for disabled pupils

Definition of Disability

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

Legal background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits)
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education)
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe)

Yorkley Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage. This will allow them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The school is a two storey building which has disabled facilities and toilets on the ground floor. Wheelchair access is available into the main building and all main classrooms are situated on the ground floor. There is no disabled parking on site. The ICT room, additional teaching space and staff room are on the first floor which can only be accessed by stairs. All areas of the school grounds are accessible to wheelchair users, although access may not be direct. The school pond area is subject to restricted access unless accompanied by an adult. At present we have no wheelchair dependent pupils. Parent, visitors and public events mostly take place on the ground floor.

The Current Range of Disabilities within Yorkley Primary School

The school has children with a range of disabilities which include moderate and specific learning difficulties as well as children who have visual and hearing impairment. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms.

We have competent First Aiders and staff trained in paediatric who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Consent Forms for Administration of Medicines are filled in by parents outlining the illness and amount and time of medication. All medication that is administered in school is recorded.

**Yorkley Primary
School Accessibility
Plan 2017-2019**

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the Accessibility Plan becomes an annual agenda item at the full governing body meetings.	Chair of Governors to add to list for FGB meetings.	Adherence to legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	Annually	

To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Policies committee	
Physical Environment				
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by the senior leadership team and Finance and Buildings Governors. Prioritise actions and implement as budget allows.	Two main modifications would be required to make all school areas accessible for wheelchair users: Lift to the 1 st floor & ramped access from the decking area	Review annually or when a pupil/staff member who requires improved accessibility.	
To ensure that the Eco / pond area is physically accessible to all members of the school community	Consider access to pond area, path added around pond	Plan developed Implementation of the plan	Spring 2018	
Curriculum				
To continue to train support staff to enable them to meet the needs of children with a range of SEN	SENDCo to review the needs of children and provide training for TAs as needed	TAs are able to enable all children to access the curriculum	Annually in line with Educational Health Care Plans	
To ensure that all children are able to access all out-of-school activities. E.g. clubs, trips, residential etc	Review out-of-school provision to ensure compliance with legislation	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met	Ongoing	

To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENDCo	
To ensure all pupils have access to IT equipment	School has I-Pads for classroom use. To ensure all pupils have access to a standalone computer in their classroom. (Main ICT suite is on first floor).	IT is taught effectively on the ground floor. All children have access to same equipment	Annually	
To meet the needs of individuals during statutory end of KS1 and KS2 tests	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc. will be applied for as required	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	
Written/Other Information				
To ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary	As needed	
To ensure that parents who are unable to attend school, because of a disability, to access parent's evening	Staff to hold parents evenings by phone or send home written information	Parents are informed of children's progress	Termly	

Links with other policies:

Safeguarding

Admissions Arrangements

Disability and Equality

Educational Visits

Equal Opportunities

Special Educational Needs

Teaching and Learning

Behaviour
Health and Safety
Supporting Pupils with Medical Conditions
First Aid

Policy Review

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Agreed by Governors: **May 2017**

Date for review **May 2019**

