

## Accessibility Plan

December 2016 - Review June 2017

Here at St Paul's CE Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- Improve 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.
- 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 as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

	Targets	Strategies	Outcome	Timeframe	Review /Goals Achieved
<b>Short Term 2016-17</b>	All staff to be made aware of any Physical Disabilities, Health issues, Special Educational Needs for their class.	SENCo to update teachers at transition time and as new pupils arrive or needs change. Keep teachers up to date with ways in which pupils can be assisted to ensure their full participation in the curriculum.	All staff are aware of the needs of the pupils and inclusion takes place.	Current and ongoing.	Completed for pupils 2017-18 Request that transition meetings take place in September not July.
	Heighten Awareness of our Anti-Bullying Policy across the school.	Anti-Bullying Week (SB/JMJ) Anti-Bullying Song and DVD with whole school participation.	Children and staff discuss the issue more readily and help others to become aware of possible bullying situations.	Autumn Term 2016-17	Very successful and to be repeated 2017-18.
	Provide translators for parent evening sessions, meetings with external agencies and translate reports to home language.	Use LA language services. Teachers to notify SENCO before meetings so that interpreters can be booked.	More effective communication between EAL parents and school.	Current and ongoing	Increased use of translators and interpreters.
	Develop opportunities to encourage children's wider reading so that all pupils are equally able to gain the skills needed to succeed in the school curriculum.	Major input for the School Library and the use of Winter (Reading Dog). Increase lunchtime use of library and displays to encourage wider reading.	All children have access to a wider range of books and are encouraged to spend time reading by the different activities throughout the school year.	Current and Ongoing	Feedback required from AT.

<b>Medium Term 2016-17</b>	Install blackout blinds so all can see interactive white-board and teacher on bright days.	All classrooms, hall and work areas to have adequate blinds to help with teaching sessions.	All work areas will be comfortable and accessible at all times of the year.	Spring term 2017	Completed but not all successful - see feedback on school walk.
	Ensure all classrooms have adequate sound system in place for pupils.	Pupil specific sound systems must be immediately in place and KS1 and Early Years should aim to have a system for permanent use.	Greater access to curriculum for pupils with hearing impairments. More effective teaching practices for staff to support hearing impaired pupils and for staff with a hearing impairment.	Spring term 2017	Needs addressing again as parts of each system have been lost in classrooms. KM to meet with PHONAK.
	Bring to working order the changing and shower room between Y4 and Y6 area.	Deep clean and tidy needed. Shelving to be put in place.	A suitable area for use by Teaching Assistants supporting children with self-care needs.	Spring term 2017	Much improved.

ACTION PLAN:

1. Member of SLT, parent with a child with accessibility needs and a Governor to walk around the school looking at Accessibility Issue and noting any problems. See notes below - completed July 17.
2. Staff to be sent a reminder to make it clear to SLT if they are aware of any accessibility issues for themselves, colleagues or pupils. Repeat October 2017.
3. Parents to be asked via email or newsletter if they are aware of any accessibility issues for themselves or their children. Repeat October 2017.
4. Update above plan as appropriate once completed.
5. SENCO to observe classes to monitor accessibility issues for SEND pupils with regards curriculum. 2017-18

Term 3 2016-17 Feedback notes from walk around school looking at accessibility.

Undertaken by: Kerry McEnery (Assistant Head/SENCo) and Rebecca Coultas (Governor)

<u>Problems</u>	<u>Location</u>	<u>Action Taken</u>
<p>Hazards noted</p> <ul style="list-style-type: none"> <li>• Boxes lay or stacked in communal areas.</li> <li>• Staging and wires a constant hazard.</li> <li>• Room is difficult to cool in hot weather and always too bright for IWB</li> <li>• Storage needed</li> </ul>	<p>Entrance hall</p> <p>Hall -lady fell.</p> <p>Y5B</p> <p>Y5B</p>	
<p>Equipment not working</p> <ul style="list-style-type: none"> <li>• Sound Systems - parts missing</li> <li>• Blinds broken</li> <li>• IWB - very dim</li> <li>• IWB not wired to speakers so not used</li> <li>• Ladies Disabled Toilet out of order</li> <li>• Windows not working</li> <li>• Doors not closing properly</li> <li>• Cracked light in cloakroom</li> </ul>	<p>Y3, 4, R, 1D, 2, 5</p> <p>Y3, 4, R, 2, 5, 6 - especially over door.</p> <p>Y3, 4, R, 1(needs moving) , 5, 6DA</p> <p>YR</p> <p>Y1M</p> <p>Y2</p> <p>Y2</p>	<p>Re: Soundsystems - KM and SP collected all equipment and ordered new parts. KM to meet with PHONAK for help with reassembling in Sep 17.</p>

<ul style="list-style-type: none"> <li>• IWB - can't write on it</li> <li>• IWB pen keeps breaking</li> </ul>	<p>Learning Hub</p> <p>Y6VT</p>	
<p>Towel rails, bed to be moved, flip sign needed</p>	<p>Changing Room (MS)</p>	
<p>Lots of boxes, really grotty area</p>	<p>Y6 Girls Changing Room</p>	

**NB:** It was noted by many that the IWBs are becoming outdated and are rarely bright enough. This does not help with class-room motivation and is making it tricky for children with visual issues. It also means that the teachers have to keep the blinds constantly closed.

**NB:** During this academic year we have had a child using a wheelchair in KS1. This went well and the family and staff were able to get the pupil wherever was needed throughout the school.

Kerry McEnery - July 2017 (Thanks to Rebecca Coultas for undertaking the walk around the school.)