



# **VERNON PRIMARY SCHOOL**

## **ACCESSIBILITY POLICY**

*'Nobody else is quite like me!'*

## Vernon Primary School Accessibility Policy

***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 because of sex, race, disability, religion or belief and sexual orientation”.***

***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 adverse effect on his or her ability to carry out normal day-to-day activities.***

Vernon Primary School is committed to providing an environment that enables full curriculum access 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 the school. A local offer policy for Vernon Primary School is also published on the school website outlining our practice across school in relation to Special Educational Needs and/or Disability for new members of our school community.

The main priorities of the Accessibility Plan are to ensure that disabled people have:

- An accessible school environment
- Equal access to the curriculum
- Equal access to training and personal development
- Appropriate means of information sharing and communication

This is achieved in line with the Strategic School Development Plan.

### **Access and Physical Environment:**

- The school building is all on ground level and accessible by wheelchair
- There are three toilet facilities for Disabled use.
- There is Disabled car parking for three cars at the front of the school near the front entrance and one space in the rear main car park.
- The Main Reception has a hearing loop
- There is a sound field system in the hall and a portable sound field system for the classrooms
- An extension to the school in 2009 was designed by architects to enable disabled access.
- The food technology room has a counter at the correct height for a wheelchair user so they can be involved in cooking activities.
- Step edgings have been marked in yellow
- Main corridors throughout the school are carpeted and non -slip material is used on the toilet floor areas.
- There are established quiet areas throughout school
- There is an area allocated for carrying out physiotherapy.
- Classroom spaces are organised to enable pupils with disabilities to easily access areas of the classroom environment.
- Route for emergency evacuation have been planned and outlined on a personal evacuation plan for disabled pupils (see attached) internal emergency signage and escape routes are clearly marked.

## **Pupils and Curriculum Participation**

Careful planning and preparation take place prior to a pupil with a disability starting the school or making a transition into another year group. The provision for pupils with SEND is tailor made to the individual child's needs. Adaptations may have to be made in certain or all areas of the curriculum. (See below)

- P.E for pupils with a physical impairment.
- Music for deaf/hearing impaired pupils.
- Easy language or recorded information for pupils with learning difficulties.
- Pictures and symbols for pupils with communication difficulties.
- Large print for the visually impaired
- Tables and work tops at a height accessible to wheelchair users
- Classroom organisation for free and easy movement
- Clear signs and lighting for visually impaired pupils and in support of lip reading
- Promotion of positive images of disabled people in books, teaching materials and the wider curriculum
- New activities and resources have been specifically introduced - for example a throwing game called Boccia which can be played by a wheelchair user.
- Safe Space counselling is also offered by the Pastoral Manager for pupils where necessary.
- Additional activities can also be organised during the school day, such as horse riding and swimming where required.
- Vernon is a Dyslexia Friendly School
- The Educational Visits Policy ensures equality for disabled pupils and the school uses coach companies which can provide access for wheelchair users or people with walking difficulties.
- Break and Lunchtime arrangements are made so that pupils with disabilities are not disadvantaged and can enjoy communal eating and outdoor play.
- The arrangements for activities such as Sponsored Walks and Sports Days are made to take account of the needs of disabled pupils and their families.
- The school Buddy system helps children to form friendships and integrate more easily
- Phys Kids playground activities are run by the children for the children and involve a range of games to suit all abilities.

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: P.E for pupils with a physical impairment. Reasonable adjustments and adaptations are made in these cases.

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present challenges, for example: lunch and break times for pupils with social/interaction difficulties, after school clubs for pupils with physical impairments, school educational visits for pupils with medical needs. Additional provision is put in place, to ensure where required that all pupils can participate in all aspects of school life.

## **Information**

Different forms of communication may be made available to enable all disabled pupils to express their views and hear the views of others.

- The school has strong links between the SENCO, Pastoral Manager, school nurses. Occupational therapists and physiotherapists, speech and language therapists, family support worker (to whom referrals are made and who works with the families) and the on-site Children's Centre.
- School records are kept showing all pupils with SEN and/or a disability and there is at least termly liaison with the families, through Teaching Staff, the SENCO and Pastoral Manager, about individual progress and needs. Families are also included in review meetings and transition planning.
- The school promotes an ethos in the classroom where pupils feel able to talk about their lives and feelings and are encouraged to support one another and feel welcome and safe.
- All pupils are encouraged to take part in all aspects of school life, including play time and after school clubs and activities.

*'Nobody else is quite like me!'*

- Grants for specialist equipment have been applied for and obtained where necessary to enhance the comfort and accessibility of individual pupils. Where possible, specialist equipment is also purchased from the main school budget even if a grant is not available, if it could significantly enhance the pupils' integration with their environment.
- A parent helper, who is hard of hearing, has demonstrated how to put hearing aids in and how the pupils can help her by facing her when they speak, not having a light source directly behind them, one person talking at once and speaking clearly.

## Staff

- There is an Equal Opportunities declaration on school job advertisements and application forms and if there is any indication on a job application of a person having a disability, this is kept confidential and completely separate from the information forwarded to the interview panel.
- The Governing Body and Headteacher fully support flexible working for staff with disabilities, accommodating hospital visits, phased returns after periods of absence and keeping close links with Occupational Health. The Headteacher has a genuine open door policy and helps staff members to plan ahead around any appointments they may need to attend or any other issues related to their disability.
- The Headteacher fully encourages and personally supports individual staff development and training so all staff can achieve their full potential.
- Staff receive regular training on Special Educational needs and Disabilities
- Staff are made aware of pupils with dietary requirements or allergies.

## Community/Communication

- On the annual data collection sheet which the school sends out to all new and existing families, parents/carers are encouraged to declare whether their child has any allergies, medical problems or disabilities.
- The school newsletters can be produced in larger or different font on request.
- Procedures for the election of Governors are open to candidates and voters who are disabled.
- Information is delivered to pupils and parents/carers via the school website, monthly newsletter and parent letters.
- Arrangements can be made for family consultations to take place at the home address if necessary.
- Information leaflets for Parent Partnership, are provided for all families of children with SEND

## Anti-Bullying

ó Please see Vernon Primary School Anti-Bullying Policy for Staff and Pupils

In addition:

- The school motto is *No-one else is quite like me* and together with *Every Child Matters* is at the heart of everything we do.
- The school has close, positive links with the local PCSOs (Police Community Support Officer)
- Disability is portrayed positively in school materials, displays and discussions such as circle time and assemblies.

## Monitoring Attendance

- Registration takes place at the start of every morning and afternoon session and if no call or note has been received to say why a child is absent, the office staff will contact the parent/carer for an explanation.
- Attendance data is monitored and the school has good links with the Educational Welfare Officer.
- Staff absences are fully recorded and monitored, supplemented by self-certification forms, Doctor's notes, Occupational Health referrals and return to work discussions with line managers.

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## Complaints

The school encourages pupils, staff members and other stakeholders who have a complaint or comment concerning a breach of the scheme, to speak directly or write to the Head Teacher or Chair of Governors.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Premises Committee and will be reviewed on a two year basis.

Signed õ .

Date õ

Review Date: December 2016

## Accessibility Plan 2015-18

Key Improvement Priority (Objective)				
To continue to provide an accessible school environment - Accessibility Plan				
Lead person accountable for the plan  Headteacher	2015-2018	<b>Finance Plan:</b> <b>How much will the plan cost/Expenditure:</b> £5,000 Exceptional Circumstances funding (additional resources/adaptations). Safer Lifting and Handling Training 6 Paediatric First Aid Training - £60 per member of staff per day Cost of TA per hour for after school curriculum club support - £12.87 ph (with on costs charged to the school) 6 for 38 weeks <b>Which budget will fund the plan/Income:</b> Exceptional Circumstances Funding (if granted) - £5,000 Main school budget		
Theme: Quality of Teaching				
<b>School's current position:</b> The school building is all on ground level and accessible by wheelchair. There are three toilet facilities for Disable use. There is Disabled car parking for three cars at the front of the school near the front entrance and one space in the rear main car park. An extension to the school in 2009 was designed by architects to enable disabled access. Classroom spaces are organised to enable pupils with disabilities to easily access areas of the classroom environment. The food technology room has a counter at the correct height for a wheelchair user so they can be involved in cooking activities. Step edgings have been marked in yellow. Termly site surveys are carried out by an external professional (in line with enhanced provision for pupils with SEND). Main corridors throughout the school are carpeted and non-slip material is used on the toilet floor areas. There are established quiet areas throughout the school. There is a room allocated for physiotherapy needs. Routes for emergency evacuation have been planned and outlined on a personal evacuation plan for disabled pupils. Internal emergency signage and escape routes are clearly marked. Adaptations to the internal physical environment of the school have been made to enable all pupils to be fully included.				
<b>Every Child Matters Outcomes for children</b> <b>Safe:</b> - Through safe access to the school environment. - Through access to the additional support in school, pupils will be emotionally safe. <b>Enjoy and Achieve:</b> - Through accessing effective first quality teaching, children will have the opportunity to acquire the key skills necessary enabling them to make at least good progress - Through accessing the delivery of effective interventions, children with SEND will make good progress. - Through the implementation of effective interventions, the children will all develop the skills to work well with others and be responsible adaptable and anticipate others' views and feelings. - Through accessing targeted support, specific children will be able to overcome barriers to learning successfully. <b>Make a positive contribution:</b> - Children will be able to make a positive contribution in school through accessing the curriculum, developing of self confidence and independence both socially and academically. <b>Be Healthy:</b> - Children will, if appropriate, receive support from a relevant outside agency to meet their specific emotional and physical needs.				
Implementation process (Actions)	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
Continue to audit staff training needs and provide CPD opportunities in relation to supporting pupils with a disability. <i>(Pupils with a disability will be fully supported within the school environment).</i>	Headteacher	On-going	Staff meeting time Specific training courses/sessions	Staff meeting time
Make an application for 'exceptional circumstances funding'. <i>(Pupils with a disability will have access to additional resources to further enhance their learning opportunities).</i>	Senco/Headteacher	Spring 2016	Meeting time with Business Manager	No cost
Carry out and review annual risk assessments for individual pupils with disabilities. <i>(Pupils with disabilities will continue to be safe in the school environment).</i>	Senco/Headteacher	Termly/on-going	None	No cost

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<b>Continue to liaise with outside agencies to receive advice about the additional provision required for pupils with disabilities.</b> <i>(Pupils with disabilities will continue to access a fully inclusive learning environment; receiving provision which is individual to their needs).</i>	Senco/Pastoral Manager/Headteacher	On going	None	None	
<b>Continue to provide inclusive experiences for pupils with disabilities during educational and overnight residential visits.</b> <i>(Pupils with disabilities will be able to access educational visits and where possible overnight residential visits).</i>	Assistant Headteachers/Headteacher	On going	Meeting time with Educational visits co-ordinator, Senco, class teachers.	None	
<b>Provide additional staff support for pupils with disabilities to engage with after school curriculum clubs.</b> <i>(Pupils with disabilities will be able to access after school curriculum clubs).</i>	Senco/Headteacher	On-going	Training sessions for additional teaching assistants.	Cost of teaching assistant per hour X 38 weeks	
<b>Continue to make adaptations to the physical environment of the school where required.</b> <i>(All pupils with physical disabilities will be able to access all areas of the school building).</i>	Headteacher	On-going Summer term 2016 ó review in light of transition into school and between year groups	None	Cost of adaptations	
<b>Provide additional training for staff members who support pupils with SEND.</b> <i>(All pupils with physical disabilities will receive appropriate level of support at all times).</i>	Headteacher	Spring 2016	Training sessions	Cost of lifting and handling training	
<b>Adaptations to the physical environment for families (visual, hearing needs, physical needs).</b> <i>(Families with members with a disability will be able to easily access key areas of school when needed).</i>	Headteacher	2016/17	None	Cost of adaptations	
<b>Consider further adaptations as SEND pupils make transitions to Key Stage 2.</b> <i>(All pupils with SEND will have full access to all areas of school).</i>	Headteacher	2017/18	None	Cost of adaptations	
<b>Monitoring</b>					
<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>
Headteacher	Progress against agreed actions.	SLT meetings Governors meetings	Termly	Discussions with SLT Discussions with Site Manager/Care taker Meetings with Buildings Committee (Governors)	Health and Safety auditors Ofsted
<b>Evaluation:</b> <i>What questions would you ask about the outcomes?</i> What is the impact of staff attending specific training courses? Carry out pupil conferences to ascertain the impact of increased playground resources/equipment. To what degree have the adaptations to the school environment impacted on the access to the school building for pupils with disabilities. <b>Evidenced by: Headteacher</b>			<b>Review:</b> What would the review process look like? Evaluated action plan. Who? Governors/ Headteacher/ SENDCO When? July 2016 What? Actions for 2016/17		

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