



St Nicholas CEVA Primary School

ACCESSIBILITY POLICY

This Policy was written in line with guidance from Dorset County Council Inclusion Services, updated May 2013. The responsible officer: Richard Marchant (Specialist Teaching and Advice)

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Adopted by Governors: December 2015

To be reviewed every three years: Next Review November 2019

Vision Statement

‘At St Nicholas we nurture everyone **to be the best we can be**, in a caring and inclusive Christian environment.’

UNCRC Article 29: All children have the right to learning that allows you to become the best that you can be.’

1. The St Nicholas CEVA Primary School’s Accessibility Plan has been drawn based upon information supplied by the Local Authority (or site surveyor), and in conjunction with pupils, parents, staff and governors of the school¹ and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the 3 years period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are 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 and with due regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The St Nicholas CEVA Primary School’s Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make **reasonable adjustments** to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions 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 as are the able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equalities 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 or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - 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 within a reasonable timeframe;
 - 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 timeframe.
5. The Accessibility Plan relates to the key aspects of, the curriculum, the physical environment and written information.
 6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - School Equality Objectives
 - Pupil Equality Information
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Development Plan
 - Asset Management Plan / Suitability Survey (where available)
 8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the prescribed period of this Accessibility Plan and therefore some items will roll forward into following plans. 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 the next prescribed period of the Accessibility Plan.
 9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees includes the due regard for Equality and Diversity issues as required by the Equality Act 2010 and its duties.
 10. The School's complaints procedure covers the Accessibility Plan.
 11. The Accessibility Plan will be published on the school website.

12. Progress with the Accessibility Plan should be reported upon annually and made available on the school website.
13. The Accessibility Plan will be monitored through the Governor Resources Committee.
14. The school will work in partnership with the Local Authority (*and Diocesan Authority, where appropriate*) in developing and implementing this Accessibility Plan.
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

DATE _____

Review date _____

Accessibility Policy & Plans / updated May2013

St Nicholas CE VA Primary School Accessibility Plan 2015-2018 Improving the Curriculum Access

Updated/ Reviewed Autumn 2015

TARGET	STRATEGY	OUTCOME	TIMEFRAME	Success Criteria
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) <ul style="list-style-type: none"> • ASD • SALT Training – Maximising Learning	All teachers fully meet the requirements of disabled children’s needs with regards to accessing the curriculum Monitoring – Formal Observations	July 2016	<ul style="list-style-type: none"> • Increased access to an appropriate curriculum for all pupils • Increased Staff Knowledge and confidence <p>SEE LOCAL OFFER – SECTION 7 All staff have received CPD in ASD issues</p>
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation Attend up to date training Request Accessibility Plans from Weymouth and Leeson to compliment Risk Assessments	All out-of-school activities will be conducted in an inclusive environment with providers (e.g., Count Me in, Sure Start) that comply with all current and future legislative requirements Risk assessments monitored – Resources Committee Safeguarding Audit	July 2016	<p>Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils</p> <p>SEE LOCAL OFFER – SECTION 8</p> <p>Target group of 8 included in “Activate” club (National “Change for Life” Initiative) and ICT. Good take up and 7 of these now volunteer to attend regular clubs as a result of increased confidence.</p>
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	<p>More time available for pupils to participate in curriculum activities</p> <p>SEE LOCAL OFFER – SECTION 9</p> <p>Increased use of visual support in all classrooms. 4 staff have received CPD.</p>
Training for Governors in terms of Raising	Provide training for governors	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social

TARGET	STRATEGY	OUTCOME	TIMEFRAME	Success Criteria
Awareness of Disability Issues				environment
To deploy Teaching Assistants effectively to support pupils' participation	<p>Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly</p> <p>Ensure staff skills are matched to pupil needs</p>	Pupils needs are appropriately met through effective deployment of skilled support staff	ongoing	<p>All pupils are supported to achieve their full potential</p> <p>This is regularly reviewed through termly SEND and Data reviews</p>

St Nicholas CE VA Primary School Accessibility Plan 2015-2018 -Improving the Curriculum Access

This plan is structured in conjunction with the school’s Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Review
Approach to school	Drop kerbs, traffic calming and pedestrian crossings	Link to Travel Plan for school	By	
Outside areas	<ul style="list-style-type: none"> ◦ Pedestrian access ◦ Car parking ◦ Paving ◦ External lighting 	<ul style="list-style-type: none"> ◦ New proposed pathway ◦ Increase number of Accessible Parking Bays in accordance with Part M standards ◦ Explore levels, gradients, cambers and gullies in proximity to all pathways and provide tactile paving at key areas – Possible LCVAP ◦ Ensure lighting to Car Park and Accessibility Bays is operational, adequate, and considers pollution and local issues 	<p align="center">July 2017</p> <p align="center">We have sufficient</p> <p align="center">July 2017</p> <p>Regularly checked at Resources Committee</p>	<p align="center">Pedestrian paving upgraded Summer 2015 LCVAP</p> <p align="center">Outside security lighting has been updated 2015-2016 (LCVAP)</p>
All areas	<ul style="list-style-type: none"> ◦ Signage ◦ Contrasting colours of door furniture to aid visibility ◦ Where possible to widen doors ◦ Introduce visibility panels to doors where required ◦ Security access ◦ 	<ul style="list-style-type: none"> ◦ Consider locating colour and tactile signs ◦ Replace and upgrade on rolling programme ◦ Widen doors where building structure allows ◦ Assess annually depending upon classroom use ◦ Staff to be aware of mobility and H&S issues ◦ Lower security key pads to enable use by all 	<p align="center">Autumn 2018</p> <p align="center">Done</p> <p align="center">N/A</p>	

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Review
Main Entrance	<ul style="list-style-type: none"> ◦ Main entrance and foyer ◦ Audibility ◦ Weather shelter 	<p>Replace internal security doors to allow wheelchair access Consider moving external door toward road to create more space for wheelchair access and enabling simultaneous use of area by others</p> <p>Consider installation of a loop hearing system for the counter</p> <p>Canopy over main entrance</p>	<p>DONE</p> <p>DONE</p> <p>N/A</p> <p>DONE</p>	
Corridors to Main Block	<ul style="list-style-type: none"> ◦ Remove trip hazards ◦ Observe fire exit routes ◦ Increase signage and aids for visual and hearing impaired 	<p>Identify appropriate storage for equipment and ensure that items are not left indiscriminately</p> <p>Remove obstacles around signed emergency routes</p>	<p>Regularly checked</p> <p>Regularly Checked</p> <p>July 2017</p>	
Main Block	<ul style="list-style-type: none"> ◦ WCs ◦ Multi-media area 	<p>Clear areas from obstacles and inappropriate storage</p> <p>Improve acoustics</p>	<p>ONGOING</p> <p>N/A</p>	
Music Room (Block 4)	<ul style="list-style-type: none"> ◦ Entrance ◦ Internal doors ◦ WC 	<p>(1) Ensure floor areas & slopes have non-slip services (2) provide lighting at base of ramp</p> <p>Replace doors and introduce vision panels</p> <p>(1) Provide WC for ambulant users (2) provide grab rails</p>	<p>REVIEW ANNUALLY</p> <p>Vision panels installed Summer 2016</p>	

St Nicholas CE VA Primary School Accessibility Plan 2015-2018: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	Success Criteria
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.		Delivery of information to disabled pupils and parents improved 1:1 support for parents with SEND is sensitively delivered by staff. Still room for improvement.
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through hard copy and website Parents informed verbally and supported so they can access Newsletters etc		Delivery of school information to parents and the local community improved Local Offer Website has been launched by county
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	N/A at this time	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Communication audit by SALT On-going Performance Management arrangements Training on range of issues such as functional use of language, Signalong and managing SALT plans Other training as required	Awareness of target group raised	Ongoing and incorporated into First Quality Teaching	School is more effective in meeting the needs of pupils. Training from Yewstock J. Knottwell Autumn 2015 For Teachers and Teaching Assistants