



SOMERFORD PRIMARY SCHOOL

Enjoy Aspire Achieve

Accessibility Plan

September 2016 to September 2019

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Somerford Primary School.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy and related SEN information report;*
- *Policy for Supporting pupils at school with medical conditions;* and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

3. Our vision and aims

Somerford Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Somerford Primary School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

We liaise closely with pre-schools and nurseries to ensure any key information is passed on at entry to school.

Curriculum

Somerford Primary School has improved access to the curriculum for disabled pupils through the following means:

- The creation of a sensory room for children with diagnosed sensory processing difficulties.
- Providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- Offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of ASD and epilepsy on learning;
- Organising classrooms so that they promote the participation and independence of all pupils;
- Modifying worksheets and curriculum content into large font for pupils with a visual impairment.
- Bespoke staff training from the School Nursing Team on children's specific health and medical needs.
- Appointment of two therapists and a counsellor to enable children with attachment issues to be in a fit state to learn.
- Creation of a 'hearing room' in KS1
- Training from the Hearing Support Team for staff in Infants and regular liaison with the service, adapting school practice in line with advice

Physical Environment

Somerford Primary School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing an accessible toilet;
- adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;

- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.
- Purchasing specialist furniture for adult use within class eg chairs for staff working at low height with younger children
- Refurbishing the foyer to make the counter the correct height for wheelchair users

Information

Somerford Primary School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Somerford Primary School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.
- Educating non-disabled children in how to respect and support others who have disabilities

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Somerford Primary School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Somerford Primary School's Accessibility Plan will be implemented by the Executive Headteacher.

Sufficient resources will be allocated by Somerford Primary School to implement this Accessibility Plan.

6. Monitoring

The Somerford Primary School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governor Standards and Safeguarding Committee.

The governing body, or proprietor will monitor Somerford Primary School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Somerford Primary School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Somerford Primary School complaints procedure covers the Accessibility Plan.

SOMERFORD PRIMARY SCHOOL ACCESSIBILITY PLAN
September 2016 to September 2019 : Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>A CPD programme to be developed to ensure all staff understand the impact of sensory processing difficulties on learning and how to use the sensory room effectively to address these issues.</p>	<ol style="list-style-type: none"> 1) SENCO to attend conference led by expert OT. 2) Whole staff (including support staff) training by SENCO. 3) Specific children identified for further support from OT/SENSS teams. 4) Links with local specialist schools developed. 	<p>SENCO</p>	<p>By Sept 2017</p>	<p>Pupils with SPD have increased access to an appropriate curriculum, differentiated to their individual needs.</p>

SOMERFORD PRIMARY SCHOOL ACCESSIBILITY PLAN
September 2016 to September 2019 : Improving the physical environment

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.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
<p>The outside areas of the school require improvement; specifically the areas of :</p> <ul style="list-style-type: none"> • Designated car parking • Paving 	<ol style="list-style-type: none"> 1. Increase the number of accessible parking bays in the car park and ensure they are appropriately marked with the recognisable icon painted on the floor 2. Ensure the footpath edges are always defined and highlighted in yellow. 	<p>Site Manager</p>	<p>By Sept 2017</p>	<p>£500</p>	<ul style="list-style-type: none"> • Pupils with disabilities and their families are easily and quickly able to access the school building safely.
<p>The internal areas of the school require improvement to ensure pupils with physical difficulties can access the school environment.</p> <p>Specifically the :</p> <ul style="list-style-type: none"> • KS2 area- identify changes needed to the building for hearing needs of identified children 	<ol style="list-style-type: none"> 1. Install noise panelling as advised 2. Change display boards to fabric backed as advised 3. Implement any other advice as advised 	<p>SENCo / Hearing Support Service</p>	<p>By July 2018</p>	<p>DCC to fund</p>	<ul style="list-style-type: none"> • Implementation of Hearing Support Services recommendations in Summer 2018 enabling child full access to the curriculum in KS2

SOMERFORD PRIMARY SCHOOL ACCESSIBILITY PLAN
September 2016 to September 2019 : Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website</p>	<ol style="list-style-type: none"> 1. All written information available to pupils and their parents will be considered in detail by the SLT, parent links and the school council. Pupils with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future pupils during this exercise; 2. The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools. 	<p>Senior Leadership Team, SENCO, parents, pupils and other staff where appropriate (e.g. Reception staff).</p> <p>Headteacher and SENCO</p>	<p>Sept 2018</p> <p>Sept 2018</p>	<ul style="list-style-type: none"> • All future written information is designed with the specific needs of disabled pupils in mind; • Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; • Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.