
Abbey Primary School

Accessibility Plan

2016 – 2019

Issued November 2016

Accessibility Plan

2016-2019

Schools' Planning Duty

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing board plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. Success criteria have been set so progress and outcomes can be measured.

1.6. The plan is to be reviewed and updated at least every three years.

2. Schools Aims

2.1. At Abbey Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4. As stated above, Abbey Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- School's Special Educational Needs & Disabilities (SEND) Local Offer

- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

- 2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1. Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

- 3.1.1. Abbey has close working relationships with its surrounding nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.
- 3.1.2. The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Sutton SEN team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.
- 3.1.3. The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.
- 3.1.4. The school works closely with specialist services including:
- Advisory Teacher for Hearing Impaired & Visual Impairment
 - Early Years Advisory Teacher
 - Occupational Therapists

- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- CAMHS
- School Nurse Team
- Counselling – Jigsaw 4U
- Other advisory services and charities

3.1.5. Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Inclusion Manager
- Advice, assessment and support from Speech and Language Therapist
- Speech & Language teaching assistant for S&L intervention, inc. social communication
- SEAL small group work (Social and Emotional Aspects of Learning)
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Beat Dyslexia, Toe by Toe
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment
- Advice and support from School Nurse Team
- Medical Room and Paediatric First Aiders
- Outdoor learning

3.2. **Current Actions: improving access to the physical environment of the school**

3.2.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.2.2. There are several areas of the school to which disabled pupils have limited or no access.

3.2.3. The environment is regularly reviewed through the school's building maintenance and redecoration programme to improve access, subject to their feasibility and need.

3.3. **Current Actions: Improving the delivery of information to persons with a disability**

3.3.1. School staff are aware of the services available for converting written information into alternative formats.

4. **Review and Implementation**

4.1. The **Accessibility Plan** is reviewed annually by the School Governing Body.

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

4.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's plan for 2016-2019 is attached alongside the school's current plan in Appendix 1.

4.4. Future actions will shaded as follows:

- GREY for actions that are complete
- ORANGE for actions that are to be carried over to the next action plan
- GREEN for actions that are complete but require ongoing activity

4.5. Information on how to view this plan is included on the school's website.

Approved by:

Date:

Next review date:November 2019

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Staff aware of services available through LA</p> <p>Disabled pupils/parents aware of facilities through SENCO, newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.</p> <p>Staff training and meetings regularly held with parents of SEN pupils.</p> <p>Staff training on signing / Braille etc.</p> <p>Training on Aspergers Syndrome. Specially shaped pencils and pens for pupils with grip difficulty. Staff trained as appropriate. Electronic assistive technology for</p>	<p>Disabled pupils/parents are signposted to the appropriate LA services.</p> <p>Service leaflets and websites available from staff and the school reception. Inset days regularly incorporate training slots focused on SEN needs</p> <p>EHCP to incorporate electronic assistive technology/ hearing loop where appropriate and resources allowing.</p>	LA representatives and external groups invited into school to deliver awareness sessions for staff, governors and parents.	SENCO	Nov 2017	<p>Disabled pupils/parents get access to information services within reasonable timeframes.</p> <p>Feedback from pupils/parents is mainly positive regarding the access and support in relation to their learning experience.</p>

	pupils with complex and appropriate needs. Purchase portable hearing loop					
Improve and maintain access to the physical environment	<p>White nosings fitted to all stairs</p> <p>Designated disabled parking Automatic doors fitted to entrance from the car park.</p> <p>Clear route through school for disabled people, allowing access to all areas on the ground floor – ie the Gym.</p> <p>Signs indicate disabled parking bays and wheelchair friendly routes around school Provide access plan of building in reception area</p> <p>Hearing loop fitted in main reception</p>	HT and site manager to carry out a site survey and prioritize access requirements and the associated costs.	<p>Site survey and costings – where appropriate.</p> <p>From the site survey identify any issues and draw up an action plan.</p> <p>Apply to the local authority for a parking bay on the street by the main entrance.</p> <p>Feasibility study</p>	<p>HT/ Site Mngr</p> <p>SBM</p> <p>SBM</p> <p>SBM</p>	<p>Mar 2017</p> <p>Nov 2017</p> <p>Nov 2017</p> <p>Nov 2017</p>	Feedback from pupils/parents is mainly positive regarding the access to the school premises and the physical learning environment.
Improve the delivery of written information to pupils	<p>Availability of written material in alternative formats</p> <p>Questionnaire / consultation with parents of pupils with SEND.</p>	A review of pupil needs, in conjunction with a parent questionnaire to identify any individuals requiring assistance with the delivery of written information.	<p>An annual questionnaire for pupils/parents looking at accessibility requirements, both present and for the future.</p> <p>Findings fed into the school development plan and future accessibility plans.</p>	HT/ SENCO	Annual	SDP incorporates findings and school's accessibility improves to meet the needs of disabled pupils/ parents/ staff/ visitors

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Primarily a two-storey building. However access to the gym and outside quads are via steps. The 1 st floor can only be accessed by 2 flights of steps with further steps connecting the east and west corridors.	Feasibility and cost analysis to be undertaken regarding DDA compliance.	HT/ Site Mngr	Nov 2017
Corridor access	Ground floor access good. 1 st floor non DDA compliant.	Feasibility and cost analysis to be undertaken regarding DDA compliance.	HT/ Site Mngr	Mar 2018
Lifts	None installed	N/A	N/A	N/A
Parking bays	One bay within the staff car park.	To ensure free access to this bay for any disabled users – ie any staff using this parking bay will need to surrender this place upon request. The school to approach Sutton Council with regards to providing a disabled bay near the school main entrance.	HT/ Office Mngr SBM	On-going Nov 2017
Entrances	The 2 main entrances have access via ramps. The doors are manually operated. 2 Other escape routes have a small step or a raised threshold.	Feasibility and cost analysis to be undertaken regarding DDA compliance.	HT/ Site Mngr	Mar 2018
Ramps	The 2 main entrances have ramps which are DDA compliant. 3 Exits from EYS classes have ramps.	Feasibility and cost analysis to be undertaken regarding DDA compliance.	HT/ Site Mngr	Mar 2018
Toilets	DDA compliant wc on the ground floor.	Feasibility and cost analysis to be undertaken regarding DDA compliance.	HT/ Site Mngr	Nov 2019
Reception area	The overall access is good. The doors do not have any power assisted mechanisms to open and close.	Feasibility and cost analysis to be undertaken regarding DDA compliance.	HT/ Site Mngr	Mar 2017
Internal signage	A review of signage required.	Signs to indicate disabled parking bays and wheelchair friendly routes around school Provide access plan of building in	HT/ Site Mngr	On-going

		reception area		
Emergency escape routes	The building has 4 main escape exits, roughly situated at each corner of the ground floor. In addition 4 classrooms have direct access out to the infant playground and the EYFS playground. All escape routes would require differing levels of assistance for a wheelchair user.	Feasibility and cost analysis to be undertaken regarding DDA compliance.	HT/ Site Mngr	Mar 2017