

ISTEAD RISE



PRIMARY SCHOOL

Accessibility Plan 2017-2018

Approved: May 2018

Review Date: May 2019

Purpose of the plan

The purpose of this plan is to show how Istead Rise Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Istead Rise Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

Istead Rise Primary School comprises two buildings, spread over a large site that includes 2 fields, three playgrounds and a swimming pool. The KS1 building is a one storey building, the majority of which is accessible for a child in a wheelchair. The KS2 building is made up of three different levels. All parts of the building are accessible for a child in a wheelchair, however only by using exterior doors. There is no internal lift and no space for this to be positioned to improve accessibility. The gradient between the KS1 and 2 building is steep which makes navigating the site in a wheelchair difficult.

Targets	Strategies	Outcome	Timeframe	Achieved
Equality & Inclusion				
To improve staff awareness of disability	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community are aware of issues	Ongoing	
To ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	Ongoing	
Physical Environment				
To improve the safety of the stairs	Audit of existing stairs (both internal and external). Suggest actions and implement as budget allows.	Make modifications to the existing stairs as necessary.	June 2018	
To improve disabled access to the main reception area	Audit of existing access to reception area and analysis of what changes need to be implemented to improve access. Gather quotes and suggestions, implement as budget allows.	Redevelopment of the main reception area	September 2018 onwards	
To provide identified parking space for PD visitors to the school	Painting of clearly marked bay in the KS2 car park.	There is a dedicated disabled parking space	September 2018	
To improve access to all parts of the school building	Purchase a movable ramp that can be used.	PD children and visitors able to access all parts of the building more easily.	TBC	

Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEN	SENCO and Inclusion Lead to review the needs of children and provide training for staff as needed.	Staff have the skills to enable all children to access the curriculum.	Ongoing	TAs trained in interventions March 2018
To provide specialist equipment to promote participation in learning	Assess the needs of the children in each class and provide equipment as needed e.g special pencil grips, ear defenders etc.	Children will develop independent learning skills	Reviewed termly by CTs and Inclusion Leader	
Ensure all pupils on SEN list have personalised plans and provision maps are in place for all classes.	Personalised plans in place for all SEN pupils. Provision maps in place for each class, outlining clear interventions.	Learning needs of all SEN and vulnerable pupils are met.	Reviewed termly by CTs and Inclusion Leader	
Communication/Information				
To ensure that parents with disabilities can access parents' evenings.	Parent meetings held in accessible rooms of the school. Staff to hold meetings over the phone or provide written points to parents. Interpreters arranged and funded by the school if needed.	All parents are informed of their child's progress.	Termly	
To provide parents with written information in alternative forms.	Use of text messaging and personalised phone calls/meetings with parents. Increase the amount of information published on the website. Provide letters in different languages if needed.	Written information will be provided in alternative forms as necessary.	As needed	