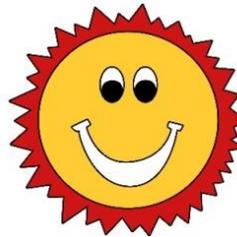




Summerfield



Accessibility Plan 2018-2021

Context of the school

Summerfield is a one form entry school with capacity for 210 children FS2 to Y6 and 78 FS1 places. There are no plans for expansion due to lack of space and other schools in the area are able to accommodate children requiring a school place. We have a modern care suite within the main building and four wheelchair accessible toilets. Years five and six are situated in an outside classroom which houses one of the wheelchair accessible toilets. Although we have some steps in the main building all main school classrooms and other rooms are accessible from the main entrance and inside the building. Six classrooms are accessible from outside the building including one via a ramp. The outside classrooms have access for manual wheelchairs via a slope adjacent to steps down to the playground.

Our current school population (17/18) has two children with disabilities and EHCPs. One pupil is in Year 1 and one pupil is in Year 5. Both pupils have 1:1 support at all times. Their learning and provision is bespoke and is also embedded within their specialist care routines. Nonetheless, there is a determined daily effort that each child has a genuine sense of belonging to their class and in building relationships with their peers with a focus on integration that works. Accessing the curriculum is matched to ability levels for all children and where required appropriate technology is purchased and used to support and enhance learning and development. Our disabled children are part of many normal school routines, lessons and experiences both in and out of school. Staff awareness of what the DDA requires of them is high in the teams that support each child but also as a school the focus on being inclusive ensures everyone is aware of meeting the needs of all children. All pupils have their attendance monitored with close work with families when needed. Fixed term exclusions are very rare and there is no history in the past ten years plus of any permanent exclusion of any children.

School is organised on the principle of meeting the needs of all pupils so this naturally takes into account the impact this will have on disabled pupils. School policies, practice and procedures all focus on being as inclusive as possible including when this means doing things differently whilst still adhering to guidance and recommendations.

Introduction

At Summerfield Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We recognise that everyone is unique and success can be seen in many forms and we are committed to nurturing life-long learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve and we also believe that children

should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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".

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Health & Safety Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent 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 a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Governors' Committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

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.

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 Local Authority 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.

At Summerfield 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 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Summerfield Primary School Accessibility Plan shows how access is to be improved for disabled pupils, Staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Aims:

The Summerfield Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a physical disability, medical condition and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- To improve the physical environment of the school to increase the extent to which pupils, Staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, Staff, Parents/Carers and other members of the school community. Where needed, adapt the delivery of written information to pupils, Staff, Parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- Continue raising awareness for Staff and Governors on equality issues with reference to the Equality Act 2010 and recognise the continued need for Staff training.

Current best practice

We gather information about any disability or health condition in early communications with Parents and Carers of children who are new to school. For Parents and Carers of children already at the school, we ask Parents/Carers to keep the school informed of any changes to the information they have provided.

Physical Environment - There are no areas of school building to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities if

they choose to do so. Some aspects of extra-curricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs. However all reasonable adjustments are made to support as full an involvement as possible.

Curriculum - Through planning for individual need we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: for pupils with a physical impairment. However, all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information - Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others.

Access Audit

The school is housed in two separate one storey buildings. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. Whilst we acknowledge that the size of the school site could potentially present challenges when moving between buildings, we make reasonable adjustments as the need arises. The school does not have any dedicated visitor parking. Visitors to the school use on-street parking, however there is disabled parking for any disabled visitors who may require it. There are four disabled toilet facilities available in our buildings. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Core Leadership Team work closely with the Local Authority.
- We work closely with Parents/Carers to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with Staff.
- We make links with other schools to share best practice through regular SEND network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with Parents/Carers to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with according to the LA Complaints procedure and toolkit. This includes in the first instance the Headteacher and then a referral to the Governors Board.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to continue to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community in for pupils and prospective pupils with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for Staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of Support Staff including suitably trained Teaching Assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review policies to ensure that they reflect inclusive practice and procedure	To comply with Equality Act 2010	Ongoing	CLMT and Governors	All policies clearly reflect inclusive practice and procedure.
To continue to include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision	Create personalised risk assessments, Healthcare plans and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where necessary. Ensure that actions, including emergency evacuation procedures are clear and that Staff are capable of carrying them out.	All risk assessments, health care plans and evacuation plans to be reviewed by April 2018. Ongoing	CLMT, SENCo and all teaching Staff, extra-curricular service providers and educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made.
To provide alternative means of recording learning for those children with a disability, medical condition or other access needs	To investigate alternative recording systems used by other children in similar position.	By September 2018	CLMT, ICT eaderr, SENCo, Occupational Therapist	Learning recorded independently by the child on alternative reporting system.
To improve the emotional health and well-being of all pupils including those with a disability, medical condition or other access needs	Introduce mind mate as part of PSHE curriculum	By July 2018	CLMT, Assistant Head and Teacher responsible for Healthy Schools.	To improve the emotional health and well-being of all pupils enable them to meet their true potential.

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
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Improve the physical school environment	The school will take account of the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	CLMT, school Superintendent and Governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments, Healthcare plans and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where necessary. Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.	Ongoing	CLMT, SENCo, school Superintendent and Governors	As full as possible inclusion for all pupils. Safe evacuation/invacuation or lockdown in an emergency
To improve access to the outside classroom and exit from the hall to allow pupils with a disability, medical condition or other access needs to access and exit the building	Ramps to be fitted to the outdoor classroom and the fire exit in the hall	Outdoor classroom - April 2018 Fire exit from the hall - September 2018	CLMT, SENCo, school Superintendent and Governors	As full as possible inclusion for all pupils. Safe evacuation/invacuation or lockdown in an emergency
To improve safe access to the main building from the playground via the steps.	All steps in the school environment to be audited and handrails to be erected to enable all pupils, staff and visiting adults with a disability , medical condition or other access needs to enter the playground or the building safely.	September 2018	CLMT, SENCo, school Superintendent and Governors	Safe access for all pupils, Staff and visiting adults with a disability , medical condition to enter or exit the school building or the playground safely.
To improve access to the main building through Reception.	Push button access to Reception area to enable independent access for all pupils, Staff and visiting adults with a disability, medical condition or other access needs.	Ongoing	CLMT, SENCo, school Superintendent and Governors	Independent access for all pupils, Staff and visiting adults with a disability, medical condition or other access needs.

				Safe evacuation/invacuation or lockdown in an emergency
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Aim 3: Improve the delivery of information to pupils, Staff, Parents/Carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, Parents and visitors.	Create and offer information in alternative formats and written languages. Access arrangements are considered and put into place for statutory testing	Ongoing	CLMT , Teachers, admin team and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for Parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of Parents and make reasonable adjustments where possible to enable parents to support their child's education.	Ongoing	All Staff including CLMT , Teachers, Teaching Assistants and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made, so that Parents can fully support their children in their education.

JEK - Feb 2018