

ACCESSIBILITY PLAN

Doc: QBPS 01
Issue: 02
Date: October 2017
Review Date: October 2020

ACCESSIBILITY POLICY & PLAN

QUEEN BOUDICA COMMUNITY PRIMARY SCHOOL

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REVIEWED & APPROVED BY:

Governing Body
(November 2017)

ISSUE AND REVISION RECORD

<u>Date</u>	<u>Issue No.</u>	<u>Details</u>	<u>Review Date</u>
April 2009	01	Original	April 2009
October 2014	02	Numerous Changes	October 2017
October 2017	03	Minor changes and added plan as an appendix	October 2020

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. The school plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan covers a three year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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 school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include 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 time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken annually. 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. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

7. The School Prospectus will make reference to this Accessibility Plan.

8. The School's complaints procedure covers the Accessibility Plan.

9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents.

10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governing Body.

11. The Plan may be monitored by Ofsted as part of their inspection cycle.

12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Queen Boudica Primary School Accessibility Plan 2017-2020

Purpose of the Plan

The purpose of this plan is to show how Queen Boudica 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 LA`s 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 and revised 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.

Queen Boudica 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

The school building is fully accessible, offering wide corridors, wide doorways, good lighting and ramps in place of steps. There is an accessible Welfare Room with disabled toilet and changing bed, there are also two additional disabled toilets on site. The phase 3 extension has automatic doors to the outside.

The Current Range of Disabilities within Queen Boudica Primary School

The school has children with a range of disabilities which include Autistic Spectrum Disorder, Hearing Impairment, Visual Impairment and serious medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

Certain pupils in school require frequent and specific medical care during the school day. The Welfare Room has been adapted to accommodate the specialist equipment required and is regularly maintained. Training courses have been provided for the relevant staff.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices. Information about these children is available to all staff on the staff noticeboard. These children also wear coloured lanyards in the dining hall to ensure all staff are aware of their specific needs.

All medical information is collated and available to staff in each child's class and on the staff noticeboard.

We have competent First Aiders throughout the school who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded

Targets	Strategies	Outcome	Timeframe	Achieved
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually.	
To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going	Information regarding specific pupils' needs are transferred to the next teacher each year. Paediatric First Aid courses
EQUALITY AND INCLUSION				
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.	
To ensure child recovering from serious medical condition has minimal risk of contracting infections.	Parents to be reminded of need to inform school about infections that might cause problems.	Child continues to make good recovery.	Half termly.	Staff wear correct PPE and close contact is maintained with each family
PHYSICAL ENVIRONMENT				
To ensure that the school site remains fully accessible.	Ensure that all corridors and the welfare room are all kept clear of clutter.	Children and adults can move around the site as independently as possible.	On-going.	Welfare Room in continual use: Cupboards have been re-allocated to store medication.
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to support all children to access the curriculum.	On-going	
To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are	On-going.	

etc.		met.		
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo.	Two pupils have received new chairs in order for them to learn better as part of a group. The hoist is used in PE lessons so that the pupil can access mats with her peers.
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	Parents and carers needing wheelchair access to school events are able to attend.