



Rowlands Gill Primary School

Accessibility Plan

2016 - 2017





School Accessibility Plan

This policy should be read in conjunction with the School's Improvement Plan (SIP), SEN and Inclusion Policies, Equal Opportunities Policy and Gateshead Council's Accessibility Strategy for Schools.

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001. It draws on the guidance set out in the DfE document 'Accessible Schools' issued in July 2002.

Definition of Disability

Disability is defined by the 1995 Disability Discrimination Act as:

"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."

Objectives

The school's key objective is to reduce and eliminate wherever possible any barriers to access to the curriculum and to allow full participation in the school community for all children, and prospective pupils with a disability.

Principles

The school recognises its duty under the DDA:

1. Not to discriminate against disabled pupils in their admissions and exclusions procedures.
2. Not to treat disabled pupils less favourably.
3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
4. To publish an Accessibility Plan.

The Governing Body and Staff of this school will:

1. Provide all pupils with a broad and balance curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles.
2. Recognise the parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities.
3. Respect the parents' and child's right to confidentiality.



Methodology

a) Educational Activities

The school will continue to seek and follow the advice of the LEA's support services, such as specialist teachers, tutors, educational psychologists and appropriate health professionals.

b) Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvement and refurbishments of the site and premises, such as improved access, lighting, toilet facilities and more accessible facilities and fittings.

c) Information

The school will provide information in alternative formats when required or requested.

Audit

The school will use the DfES checklists "Identifying Barriers to Access" in order to draw up its Action Plan. (Appendices)

Monitoring and Review

The monitoring and review will be carried out by an identified team consisting of the Headteacher, a Governor and an LA Officer. The following audit of provision will be undertaken annually. This survey will be reported to Governors in the summer term.



Section 1 (How we deliver the Curriculum?)

| Question | Yes | No | Action |
|---|-----|----|---|
| Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | / | | Relevant staff receive appropriate training. Refresher training undertaken where appropriate. |
| Are our classrooms optimally organised for disabled pupils? | / | | |
| Do lessons provide opportunities for all pupils to achieve? | / | | We have an ARMS unit on site (complex special needs). |
| Are lessons responsive to pupil diversity? | / | | All lessons are differentiated |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | / | | |
| Are all pupils encouraged to take part in music, drama and physical activities? | / | | With support |
| Do staff recognise and allow for the mental effort expended by some disabled pupils, for example our visually impaired children? | / | | Rest/relax time required within lessons |
| Do staff recognise and allow for additional time required by some disabled Pupils to use equipment in practical work? | / | | Extra time in tests/new equipment purchased |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? | / | | Staff receive training if appropriate. |
| Do we provide access to computer technology appropriate for pupils with disabilities? | / | | ICT equipment is available when required. |
| Are school visits made accessible to all? | / | | If appropriate with support. |
| Are there high expectations of all pupils? | / | | |
| Do we seek to remove all barriers to learning and participation? | / | | We are an inclusive school |



Section 2 (Is our school designed to meet the needs of all pupils?)

| Question | Yes | No | Action |
|--|-----|----|---|
| Does the size and layout of areas – including classrooms, assembly hall, dining room, library, computer suite etc allow access for all pupils? | / | | Lift available – access to upper and lower floors. |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access caused by doorways, steps or toilets? | / | | Lift access to upper and lower floors. |
| Are the pathways around the school site and parking arrangements safe, logical and well signed? | / | | Regularly checked by the caretaker and PFI. |
| Are emergency and evacuation systems set up to inform all pupils, including alarms with both visual and auditory components? | / | | Peep completed where necessary. Drills undertaken every term. |
| Are non visual guides used to assist people to use buildings? | / | | Where necessary (Braille/signs) |
| Are any of the signs or decors considered to be confusing or disorientating for children with visual impairment, autism or epilepsy? | / | | Signs checked regularly by Governors and PFI.. |
| Are all areas well lit? | / | | |
| Are steps made to reduce background noise for hearing impaired children? | / | | Parents to inform teachers and apt steps taken |
| Is furniture and equipment selected, adjusted and located appropriately? | / | | Ongoing adjustments made where necessary. |



Section 3 (How does the school deliver materials in other formats?)

| Question | Yes | No | Action |
|---|------------|-----------|---|
| Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and families who may have difficulty with standard forms or printed information? | / | | Where necessary |
| Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams? | / | | Where necessary |
| Do we have the facilities such as ICT to produce written information in different formats? | / | | Yes. |
| Do we ensure that the staff are familiar with technology and practices developed to assist people with disabilities? | / | | Training completed where appropriate.. |



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| | Objective/Target | Strategies | Methodology | Timescale | Success Criteria |
|--------------------|---|---|---|----------------------------|---|
| Short Term | To ensure that the school complies with the DDA and Code of Practice. | Governors and Staff made aware of the requirements and obligations of the Accessibility Plan. | Staff briefing meeting. | Ongoing | School complies with the Code of Practice and DDA. |
| | Continue to review the availability of written material in alternative forms. | Staff to be aware of both Gateshead Council's and LA services. | Head teacher to raise awareness at briefing meetings. | Ongoing | School will be able to deliver information to all children and parents with disabilities where necessary. |
| Medium Term | Continue to review access to designated areas e.g. entrances and exits. | Ensure we incorporate all DDA requirements where possible. | Improve access where necessary. | Ongoing where necessary | Physical accessibility of school increased. |
| | Training for teachers in differentiating the curriculum. | Differentiated training y link inspector in May 2016 Selected teachers attend courses. | Head Teacher to work with TLR for SEN and SLT to determine school needs. | Ongoing as cohort changes | Increased access to National Curriculum. |
| | Improve provision for children with specific SEN. | Develop staffs knowledge and skills in managing children with SEN. Select courses for certain staff. | Head Teacher to work with SENCO to provide support. Staff have attended attachment, ADHD, autism course in 2016. | Ongoing as cohort changes. | All staff will have increased confidence and skills in working with SEN children. |

DDA **Disability Discrimination Act**

LEA **Local Education Authority**

VI **Visually Impaired**

CPD **Continuing Professional Development**

SENCO **Special Education Needs Co-ordinator**