

Littledean Church of England Primary School

Accessibility Plan 2016-2019

This Accessibility Plan is compliant with current legislation and requirements as specified Schedule 10, relating to disability, of the Equality Act 2010.

The Governing Body of the school is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Accessibility Plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all children with a disability can take full advantage of the education and associated opportunities provided by Littledean C of E Primary School.

Definition (Equality Act 2010)

“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.” Physical or mental impairment includes sensory impairments and also hidden impairments. ‘Substantial’ means ‘more than minor or trivial.’ ‘Long-term’ means has lasted or is likely to last more than 12 months.

The Equality Act 2010 definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes, or epilepsy, where the effect of the impairment on the child’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;

- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The disability provision within The Equality Act 2010 includes a duty for schools to make **reasonable adjustments** for disabled people. In summary this means:

- Where something a school does places a disabled child at a disadvantage compared with other children in the school then a school must take reasonable steps to try to avoid this disadvantage.
- Schools are expected to provide an auxiliary aid or service for a disabled child when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the child faces in comparison to non-disabled children.

Contextual Information about the School

The school is situated on one level with access from the front and the rear. Access to the front entrance of the school is via a set of steps and a ramp. The access points used by children throughout the day are via the steps in the middle of the school or the path which slopes along the field towards the rear of the school building. To the rear of the school there is a ramp from the Oak Way car park along with steps leading down to the school from the residential estate. There is also a grit path which leads in to the rear of the school from the other side of the estate.

The school building is fully accessible to children with physical disabilities and wheelchair users. Doors within the school are widened and there are 2 disabled toilets – one for children (with changing equipment) and one for adults.

Classrooms and the school hall have induction loop equipment to facilitate children/adults who are hearing impaired to access the curriculum and events.

Scope of the Plan

This plan covers all three main strands of the planning duty:

Improving Physical Access			
Objective	Action	Timescale	Responsibility
Routes in and around the school are well signed	Improve the directional signage in and around the school.	December 2016	SBM
Routes in and out of the school building (including front ramp, slope to the rear of the school and pathway to the rear of school) be kept uncluttered and easily accessible.	Regular jet washing of ramps. Trimming back of plants along the side of pathways and slopes	Ongoing - termly	Maintenance Worker
Accessible toilet and changing facilities be kept uncluttered and easily accessible.	Ensure that the facilities are fully accessible, working and uncluttered – storage provided.	Termly review	SLT/SBM/Caretaker

Improving Curriculum Access			
Objective	Action	Timescale	Responsibility
CPD reflects the needs of children within the school – staff are knowledgeable about how to meet the needs of children with disabilities and strategies to support them.	Review the needs of children with disabilities – ensure that all key staff are offered training in how to meet the child's needs effectively. Provide expert external trainers where possible.	Ongoing	Head Teacher/SENCO
Increase the extent to which disabled children can participate in the curriculum.	Continue to implement personalised/differentiated learning. All Subject Leaders to consider disability issues during the review of policies.	Ongoing	HT/All SL's and Class Teachers
	Review and adapt the layout of classrooms and communal areas – making good use of specialist equipment to support the learning process.	When needed	All Staff - in consultation with specialists i.e. Occupational Therapy Service.
Access arrangements to meet individuals' needs when taking statutory tests. Extra time will be applied for and support provided when required.	Ensure that appropriate assessments and reports are provided in order to apply for access arrangements.	Ongoing – in time for statutory testing.	Assessment Lead/HT/SENCO

Improving Delivery of Written Information			
Objective	Action	Timescale	Responsibility
Children with disabilities can access written texts that are needed in order to access the curriculum and school events.	Alternative formats used where necessary such as large print, different coloured backgrounds, audio tape. Information can be provided orally and through sign language. Communicate in Print to be used where applicable along with Makaton.	Ongoing	HT/SENCO
Children with disabilities can access the class timetable for each day.	Within each class ensure that the plan for the day is accessible to all – written timetable/visual timetable.	Sept 2016	HT
Information for parents with disabilities to be improved.	Newsletters to be offered in an alternative format on request – make sure that this is clear on website.	Dec 2016	SBM
Information for parents where English is not their first language will be available	Letters and information to be offered in an alternative format on request – make sure that this is clear on website.		

Monitoring the success of the plan:

Governors will be required to discuss the impact of the Accessibility Plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

Reviewed: September 2016

Approval by Full Governing Body: 11th October 2016