

King Edward Primary School

Accessibility Plan

2016 - 2019

King Edward Primary School believes that it has a welcoming, happy and safe environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of the Plan

This plan shows how King Edward Primary School intends, over a period of time, to increase the accessibility of the school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

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

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this 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 access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' preferred formats and be made available within a reasonable time frame.

Contextual Information

King Edward Primary School is located within the town of Thorne. The building was built and opened in 1976 and was originally known as King Edward First School. The school has a total of 12 classrooms, the school also has a Foundation Unit, and two school halls. There is 1 disabled toilet in the building. The school has 8 entrances for pupils to access the school together with the main entrance via the reception area to the front of the school. There is currently wheelchair access throughout the majority of the school. At present we have one pupil who at times is wheelchair dependant on roll at King Edward Primary School.

Current Range of known Disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities. We have a one parent / carer who has a significant sight impairment.

Increasing access for Disabled Pupils to the School Curriculum

At King Edward Primary we are continually improving the quality of teaching and learning throughout school, through Continuous Professional Development (CPD) we aim to enhance staff's knowledge, skills, and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes.

We encourage all pupils to participate fully in the broader life of the school by attending after school clubs which are relevant to their age group, leisure and cultural activities and educational out of school visits. The only exception would occur if a child has breached school rules and it was deemed that exclusion from the after school club may be used as a suitable short term sanction and to ensure the safety of others.

| Target | Strategies | Timescale | Responsibility | Success Criteria |
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| Increase confidence of all staff in differentiation within the curriculum | Acknowledge staff training needs on curriculum access Assign training for dyslexia, differentiation and recording materials | On-going – as required | SENCO/CPD | Raise staff confidence in strategies for differential and increased pupil participation |
| Ensure that class support staff have received the specific training on disability issues | Be aware of staff training needs Staff access the appropriate CPD Outline any learning modules where required | As required | SENCO/CPD | Raise confidence of support staff |
| Ensure that all staff are aware of disabled children's curriculum access | Individual Access plans for disabled pupils when required Information sharing with all agencies involved with the child | As required | SENCO | All staff aware of the individual's needs |

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| Out of school visits accessible to all | Ensure that staff have the knowledge and guidance when organising a trip to ensure that the trip is accessible to all pupils/staff | As required | Head/EVC | All pupils within school are able to access all education visits and take part in a range of activities |
| Review PE curriculum to ensure PE is accessible to all | Gather information on accessible PE and disability sports Seek disabled sports people to come into school | As required | PE sports co-ordinator/SENCO | All pupils to have access to PE and to be able to enjoy and excel |

Improving access to the Physical Environment of the School

King Edward Primary School is continuing to grow and develop and provisions in exceptional cases will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for use on a daily basis. Resources are constantly under review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

| Target | Strategies | Timescale | Responsibility | Success Criteria |
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| The school is aware of the needs of disabled pupils, staff, governors, parent/carers and visitors of the school. | To create access plans for individual disabled pupils as part of the SEN Support Plan process when required | As required | SENCO | SEN Support Plans in place for disabled pupils and all staff aware of pupils needs |
| | Be aware of any access needs for staff, governors parent/carers and visitors to the school | Identified at induction and on-going | Headteacher | All staff and governors feel confident that their needs are met |
| | Through questions and discussions find out the access needs of parents/carers – indicate on Newsletter & Admission forms | Annually | Headteacher | Parents have full access to all school activities |
| | Consider access | Recruitment process | Headteacher | Access issues do not |

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| | needs throughout recruitment process Ensure staff are aware of Environment Access Standards (see attached appendix) | | | influence recruitment and retention |
| Layout of school to allow access for all pupils to all areas | Consider needs of disabled pupils, parents/carers or visitors when considering any redesigns | As required | Headteacher Governors Site Manager Bursar Local Authority – Surveyor | Re designed buildings are usable by all |
| Ensure access to reception area is accessible to everyone | Improve access to reception area and car park area during any re-design | Consider in any new developments 2016 - 2017 | Site Manager Bursar Headteacher | Disabled parents/carers/visitors feel welcome |
| Improve signage and external access for visually impaired people | Yellow strip mark on step edges | On going | Site Manager | Visually impaired people feel safe in school grounds |

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| Ensure the safety of pupils during an emergency | Personal Emergency Evacuation Plan (PEEP) in place for all children with difficulties Develop a system to ensure that staff are aware of their responsibilities | As required Annually (Sept) | SENCO SENCO | All disabled pupils and staff working alongside are safe in the event of a fire. |
| Ensure accessibility of access to IT equipment | Liaise with VI/HI on information with regard to any child that is visually or hearing impaired. Equipment to be put in place to ensure access IT including the Hall | As required On-going Additional software may be required | ICT | Hardware and software available to meet the needs of children as appropriate. |
| Ensure that hearing equipment in classrooms to support hearing impaired | Seek support from LA hearing impaired unit on the appropriate equipment | As required | LA hearing officers | All children will have access to equipment if required |

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| Fire escapes routes are suitable for all | Ensure that all areas of school can have wheelchair access Ensure that visual checks are carried out on a daily basis – housekeeping, keeping areas free from obstruction | On-going and as a when required appropriate Daily | (Local Authority) Site Manager/Staff Members | All disabled staff, pupils and visitors are able to have a safe independent pathway to exit the building in the event of an emergency |
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Improving the Delivery of Written Information to Disabled Pupils

This will include planning to make written information that is normally provided by the school to its pupil's available to disabled pupils. Examples may include hand outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timescale.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools IT infrastructure will enable us to access a range of materials supportive to need.

| Target | Strategies | Timescale | Responsibility | Success Criteria |
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| Review information to parents/carers to ensure it is accessible. | Provide information and letters in clear print and in 'simple' English School office will support and help parents to access information and complete any school forms etc. Ensure that the school website and all documentation can be accessed by the visually impaired | During induction of pupil Ongoing 2016 - 2017 | Headteacher/Office School Office Office/Website IT Co-ordinator | All parents receive information in a way that they can understand Parents/carers receive and understand what the headlines of the school information is (where required) |
| Improve the delivery of information in writing in an appropriate format | Provide enlarged print for pupils/parents/carers with a visual impairment | As required | Office/SENCO/Class teachers | Provide excellent communication |
| Ensure that all staff are aware of guidance on accessible formats | Guidance and training for staff on dyslexia and accessible information | On-going | SENCO | Staff receive a clear understanding |
| Annual Review of information to be | Developing SEN Support Plan | On-going | SENCO | Staff more aware of pupils preferred |

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| accessible as possible. | reviewing formats | | | method of communications |
| Languages other than English to be visible in school | Where possible welcome signs to be multi-lingual | 2016 | EAL co-ordinator/ | Provide a welcoming environment for all parents to access their child's education |
| Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems | Access to translators, sign language interpreters to be considered and offered if possible | As required | SENCO/Local Authority | Pupils and/or parents feel supported and included within their education |
| Provide information in simple language, symbols, large print for prospective pupils or parent/carers who may have difficulty with standard form of printed information | Ensure that the Prospectus is available via the school website. | 2016 - 2017 | Office / SENCO | Ensure that all can access information about the school |