

Learning and living as children of God

(Galatians 5:1)(You are God's children whom he loves. Try to be like God)

Deerhurst and Apperley C of E Primary School



Accessibility Policy

Reviewed September 2019

Review Sept 2022

Our school vision is:

Learning and living as children of God

(Ephesians 5:1) (You are God's children whom he loves. Try to be like God)

We serve our community by providing the highest quality education, encouraging understanding of faith and promoting Christian values. All children can express curiosity, explore big questions, share socially and spiritually with freedom to make good choices underpinned by our values. Respect, Friendship, Perseverance, Thankfulness, Trust and Truthfulness and our shadow values of Compassion, Courage, Forgiveness, Generosity, Justice and Service

Deerhurst and Apperley C of E Primary School is 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, sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. 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 Equality Act 2010 defines disability as: when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

WE WILL AIM TO ENSURE THAT:

Deerhurst and Apperley Primary School Accessibility will:

increase access to the curriculum for pupils with a disability, expanding 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 or auxiliary aids and equipment, which may

Deerhurst and Apperley C of E Primary School – Access

assist these pupils in accessing the curriculum within a reasonable timeframe;

improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

improve 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 timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit Report of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. Management procedures in place to access the needs and requirements of pupils, parents, staff and visitors, and changes made as required including making provision for specialist equipment suited to the individual's needs.

Certain specific cases will need their own tailored response in the form of PEEPs or medical care plans. The school will create these in conjunction with parents/careers when individual situations arise

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

Teaching and Learning Policy

Equalities Policy

Health & Safety Policy

Special Educational Needs Policy

Behaviour Management Policy

SEN School information report

This policy was approved by Governors 9th October 2019. It will be reviewed in accordance with relevant changes in the School Development Plan.

Approved by Governors

Deerhurst and Apperley C of E Primary School - Access

Signed: 

Chair of Governors

Date: 9.10.19

Signed: 

Head teacher

Date: 9.10.19

AUDIT - ACCESSIBILITY



NAME OF SCHOOL: Deerhurst and Apperley PS
CONTACT PERSON: JNeveu

Please answer all the questions in this audit. 1 = yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans

Section 1: DISABILITY AWARENESS / TRAINING	1	2	3	4	Comments for school use
1. Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	x				Continue to improve with Training opportunities Whole school Makaton training Mental Health training 2 nd October 2019
2. Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	x				See training schedule

Section 2: CURRICULUM?	HOW DOES YOUR SCHOOL DELIVER THE				
3. Do all staff seek to remove all barriers to learning and participation?	x				SEN Policy Equality P Use of Pre-school opportunities to allow peer to peer

Deerhurst and Apperley C of E Primary School - Access

					collaboration
4. Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	x				See planning SEN policy
5. Are all children and young people encouraged to take part in music, drama and physical activities?	x				Normal school provision and extra provision and opportunities
6. Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	x				JO'H PE provision and after school club opportunities Fizzy Programme
7. Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	x				See staff planning and bespoke planning for complex needs
8. Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	x				Relevant staff – bespoke curriculum planning
9. Do you provide access to appropriate technology for those with disabilities?	x				Ipad aps – Dragon dictation Laptop facilities CD – headphones GR
10. Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?		x			All children have been able to access visits so far and 1:1 support where needed. Facilitated Pantatholan – disabled sports op PGL talks on going for 2017-18 (JO) Parents met for interim discussion

Section 3: HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT?

Deerhurst and Apperley C of E Primary School - Access

11. Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x				Currently using Makaton symbols Pictures around school for all children to use for communication and visual TT
12. Do you have the facilities such as ICT to produce written information in different formats?			x		
13. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?		x			Parents are consulted regularly to ensure information is delivered to all without exception- Homeschool Books Supply information books or handover notes
14. Is furniture and equipment selected, adjusted and located appropriately?	x				We constantly review the provision for pupils whose needs change and provide accordingly
15 Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		x			Not all but those with specific contact.

Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?

See Below and Annual Fire safety check

Deerhurst and Apperley C of E Primary School - Access

4a GENERAL	1	2	3	4	Comments for school use
18 Are pathways and routes logical and well signed? (<i>both internal & external</i>)	x				Disabled toilet visible Ramp, marked yellow lines
19 Do you have emergency and evacuation procedures to alert ALL pupils?	x				PEPs for any children requiring them at the time
20 Is appropriate furniture & equipment provided to meet the needs of individual pupils?	x				
21 Do furniture layouts allow easy movement for pupils with disabilities?		x			But some classrooms would be restrictive with size or room

Deerhurst and Apperley C of E Primary School - Access

22 Are quiet rooms/calming rooms available to children who need this facility?	x				Disabled access toilet, Bubble Room (timed for wellbeing opportunities as well as SEN interventions Spiritual Garden
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4b GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
23 Are car park spaces reserved for disabled people near the main entrance?			x	Not currently applicable but staff carpark can accommodate parking
24 Are there any barriers to easy movement around the site and to the main entrance?		x		Visitors with wheelchairs have to manoeuvre between second entry door and hall but can do it. Fire access is clear
25 Are steps needed for access to the main entrance?	x			All clear access
26 Do all those steps have a contrasting colour edging?			x	
27 If there are steps, is a ramp provided to access the main entrance?			x	Ramp for the rear entrance to school and class 3
28 Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?		x		yes
29 Is it possible for a wheelchair user to get through the principal door unaided?	x			

Deerhurst and Apperley C of E Primary School - Access

30 If no, is an alternative wheelchair accessible entrance provided?				
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4c INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
31 If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	x			
32 Do all internal doors allow a wheelchair user to get through unaided? <i>(see guidance notes)</i>	x			
33 Do all the corridors have a clear unobstructed width of 1.2m?	x			
34 Does the block have a wheelchair accessible toilet?	x			
35 Does the block have accessible changing rooms/shower facilities?		x		Children needing personal care do so in the large disabled toilet. Consider shower facilities depending on needs

4d VERTICAL MOVEMENT					
36 How many storeys in the block? <i>Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey</i>	A x	b	c	d	
	Yes	No	N/A		Comments for school use
37 If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?			x		
38 Is there a continuous handrail on each internal stair flight and landing?			x		
39 Does the block have a lift that can be used by wheelchair users?			x		

Deerhurst and Apperley C of E Primary School - Access

40 Do you have any other sort of mechanical means provided to move between floors? If yes, please state			x	
41 Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		x		Access from hall (two exits) Class2, class 3, Pre-school but no ramp from reception class or class 1 but straight off hall exits from classrooms

4e SENSORY IMPAIRMENT	1	2	3	4	
42 Are non-visual guides used to assist people to use the buildings?			x		
43 Could any of the décor be confusing or disorientating for pupils with disabilities?			x		Not currently
	Yes	No	N/A		Comments for school use
44 Is a hearing induction loop available (either fixed or portable) in the school?		x			None currently
45 Does the block have a "Soundfield" sound reinforcement system?			x		
46 If there is a "Soundfield" system, in what area?					
47 Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	- No flashing lights				