



## Leyburn Primary School Accessibility Plan 2017-2020

### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities. It will also help to develop a clear strategy for removing barriers to the appointment of disabled staff.

### **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.

### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

## Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## Welcoming School and Ethos

*This includes ease of access to the school for staff, pupils and visitors with a disability.*

- School is welcoming to all members of society
- Staff and Governors are confident over their duties
- Information shared and more widely available
- We strive to provide easy access to our school and grounds, with on-site parking and clearly visible signage to assist visitors accessing the school building
- There is a lowered kerb to allow access onto the main pathway into school for those visiting the school in a wheelchair
- The school is on one level to allow access to all areas for anyone in a wheelchair or with restrictions to mobility
- Entrance is large enough to accommodate a wheelchair and the ability to manoeuvre within it

### **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.*

- Inclusion of all learners from the locality is published in school policy
- Inclusion policy is in place
- Our SENCo would assess the needs of any child with special needs entering education with us, and where necessary ensure resources are made available to ensure no child loses out and is able to access the whole curriculum, including after school clubs, school trips etc
- Guidance is sought from parents/carers/other professionals as to how best we can meet the needs of all children in our school

### **Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

- Disabled toilet with changing and showering facilities, which is large enough, if occupant needs to be assisted, to accommodate a number of people
- Disabled pupils have everything they need in order to easily access their education, should the need arise. Eg handrails/ramps etc

- Wide doorways throughout the building to allow wheelchair access to all parts of the school
- Playground is easily access from school and is, in the main, on one level

### **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. Examples might include handouts, timetables, 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 time frame.*

- Any written information can be requested in a different format to ensure no pupil is disadvantaged as a result of a visual impairment/disability. Requests should be made to the school office, who will endeavour to provide this in a timely manner

### **Staff Personal and Professional Development**

*This will include school having a clear strategy for removing barriers to the appointment of disabled staff. The induction process will include school policy on the inclusive nature of the school and all new staff members will feel included in the school and wider community.*

- Shortlisting and interviewing of candidates will follow the established guidelines to ensure all applicants are treated fairly and equally
- The staff induction handbook is used to ensure all staff receive the same induction into school
- There will be disabled washroom facilities on site

### **Financial Planning and control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

## Accessibility Action Plan Template

<b>Compliance with the Equality Act</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes on Progress</b>
There are disabled washroom facilities available for staff with a disability	Clear out the disabled toilet to ensure wheelchair access is available at all times	Carly Edwards	Short	Ongoing	
Does the format of information meet the needs of staff and pupils	Consider need for providing information in different formats – not a priority as current format meets the needs of all staff and pupils	HT	Ongoing	Ongoing	Information will always be in a format that meets the needs of the audience

**Access to the physical environment - statutory**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes on Progress</b>
Staff/visitors with mobility restrictions wishing to access the car park may have issues during the day when the barrier is locked with no way of contacting the main office to request entry	Risk Assessment to be completed around leaving the barrier unlocked	Carly Edwards/BM	Short Term	Oct 17	Improved access to the car park for less able bodied visitors should be evident following improvements
	Consider installing access controls on the barrier, controlled from the main office on a buzzer and intercom system	Carly Edwards/BM	Long term	2018 budget plan	
Currently no designated disabled parking bay in staff/visitor car park	Designated parking bay to be clearly marked	Carly Edwards	Short Term	Oct 17	A parking bay close to school be designated as "disabled" (consider showing this on plan of the school)
Not clear where school entrance/reception is and where any visitors should report to	Obtain quotes to improve school signage to give clear direction as to where school reception/entrance is	Carly Edwards/BM	Medium Term	Feb 18	All visitors will be clear on how to access the school and where to report to
Consider how visitors in a wheelchair can alert school to their arrival as the current buzzer is too high for someone in a wheelchair and the	Obtain quotes to get electric disabled push pad on main entrance door to allow access for those in a wheelchair or with mobility restrictions.  Contact door entry provider to see if	Carly Edwards/BM			Improved access to the school for less able bodied visitors should be evident following improvements

entrance door opens outwards. The trophy cabinet restricts access to the door entry system for anyone in a wheelchair	<p>an additional buzzer can be connected and fitted lower down or if current one can be relocated lower down.</p> <p>Consider relocating the trophy cabinet to allow wheelchair access to the door entry system once problems identified are resolved</p>	<p>Carly Edwards</p> <p>Carly Edwards/HT</p>			
Establish viewpoint of disabled pupils	Take a "walk round" the school to identify "problem areas". Eg Access to Playground, classrooms and toilets	Laura Macleod			Improved access to be available to all visitors/children with limited mobility

<b>Ensuring inclusion in the school community</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes on Progress</b>
To consider range of extra curricular activities and school trips with all pupils with a disability in mind	Should school have a pupil with a disability, to consider this and how the child can be included and take part in the range of extra curricular activities and school trips on offer to pupils	Sarah Willis/ EVC	As required	Ongoing	All pupils will be able to access extra curricular activities and school trips
To consider playtime/lunchtime activities to ensure all pupils are able to access these if desired	See notes above	All staff	As required	Ongoing	

School involvement in community events and projects when opportunity arises	To take every opportunity to engage with the community in events and projects	HT	As required	Ongoing	Community sees school as one who embraces all members of the community and treats them equally and fairly. This may be seen from feedback given to school/HT
How do we ensure we provide a smooth transition in/out of school for new starters and leavers	School to provide pastoral support to ensure smooth transfers in/out of school for new starters and leavers	SENCo/HT			Smooth transitions at all stages across school in line with pupil voice

<b>Access to the curriculum - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes on Progress</b>
Does Home School agreement take the needs of all pupils into account	Review the Home School Agreement to ensure the policy meets the needs of all pupils.	HT/Governing Body	When it is due for review	Every year	The policy will take account of the needs of all pupils and will be reviewed to ensure this continues
Do current resources allow all pupils to access the curriculum	SENCo to continue to monitor needs of all pupils with additional needs due to a disability	SENCo	Short term	Every term	All pupils will be able to access the curriculum regardless of any

					impairment/disability
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<b>Access to information advice and guidance - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>