



Princefield First School

Accessibility Plan (AP)

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that

"schools cannot unlawfully discriminate against pupils because of sex, race, disability, religious belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day -to-day activities.

An accessibility plan should identify the action the school intends to take over a three year period to increase access for those with a disability in three key areas, which is published and evaluated annually. The three areas include:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Accessibility Plan is structured to complement and support the school's Equality Policy and Objectives, and will similarly be published on the school website.

Princefield First School and Nursery 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regards to disability and to developing a culture of inclusion, support and awareness within the school.

The school building and playground is spread over a single level and most is accessible for individuals in a wheelchair. A portable ramp is available for other areas.

The Current Range of Disabilities within Princefield First School & Nursery has children with a limited range of disabilities which include Autistic Spectrum Disorder, epilepsy, Dyslexia, Dyspraxia, Diabetes and medical conditions with related susceptibility to infections.

When children enter school with specific disabilities, adjustments are made dependent upon individual needs, and Individual Education Plans and Health Care Plans are used effectively to manage the needs of these children. Advice is sought from SENSS Advisory Teacher, Educational Psychologist, Autism Outreach, Speech and Language Therapists and many other outside agencies to inform staff of the best ways to provide 'reasonable adjustments.' Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that disabled pupils are appropriately supported.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices, including coeliac

All medical information is collated and available to staff.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act. 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to 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 time frame.

The governing body is responsible for the school's duty not to discriminate. The Headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception. All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities. Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

March 2018

Date of next review March 2019

Princefield First School Accessibility Plan 2016 - 2019

Key Areas:-

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Curriculum			
Target/ Strategies / Actions	Timescale	Lead Person	Success Criteria
To evaluate the curriculum being accessed by disabled / SEN children through termly SEN meetings	Termly	HJ / SENCO	Disabled / SEN children are accessing an appropriate curriculum.
To continue to train support staff to enable them to meet the needs of children with a range of needs.	Ongoing	HJ/SENCO	Support staff have a range of skills to support children needing extra input to access the curriculum.
To liaise with Nursery staff to review potential intake for Sep and plan needs/ resources etc prior to the start of the school year.	Sep each year	KH / JB / SENCO	Potential needs identified and planned for in the Summer term ready for instigation in Sep.

Environment			
Target / Strategies / Actions	Timescale	Lead Person	Success Criteria
To update Dyslexia friendly status award	Ongoing	HJ / SENCO	Dyslexia friendly status has been awarded and actions addressed
To ensure all classrooms are optimally organised to promote the participation and independence of all pupils	Ongoing	KS leaders (BC/ JR)	All children can access and independently learn within their classroom environments.
Information			
Target / strategies / Actions	Timescale	Lead Person	Success Criteria
To ensure the AP becomes an annual agenda item at the Individual School Committee meetings	Ongoing / Annually	HJ	AP is submitted as an agenda item and discussions/ amendments documented
To ensure that all policies consider the implications of disability access.	Ongoing - as policies are reviewed.	HJ / SLT Subject Co-ordinators	All policies contain Accessibility specific information
To ensure that all parents and stakeholders can access information produced.	Ongoing	HJ / Office Staff	Information is offered in different languages / formats if required.