

Stroud Valley Community Primary School

Accessibility Plan



Stroud Valley Community Primary School is a community school and firmly believes that all children, families and staff and visitors will be treated equally. Our ethos promotes a culture of inclusion with an expectation of respect for all.

We recognise our duty under the Equality Act 2010 to:

- eliminate discrimination and other conduct that is prohibited by the act;
- advance equality of opportunity between people who share a protected characteristic and those that don't;
- foster good relations between persons who share a protected characteristic and those that don't.

Our equality policy details our commitment to this in more detail and explains the term 'protected characteristic'.

With this in mind our accessibility plan had been devised by all stakeholders who have an interest in the school and who may be affected by its work; children, parents and other regular visitors. Accessibility to all we offer has to be dealt with on an individual basis and as needs arise. We hold regular meetings of parents of disabled children, to identify how potential barriers to access/inclusion (as posed by the child's disability) can be planned for and overcome.

Through this accessibility plan we aim, over time, to:

- improve access to the physical environment of the school for all;
- increase access to the curriculum for all children with a disability, adapting the curriculum as necessary to ensure they have equality of opportunity and learning as all children. This includes the wider curriculum such as the participation in after school clubs and school visits;
- improve the communication of written information to parents, children and all relevant people with a disability.

1. Access to the physical environment of the school for all

At Stroud Valley Community Primary school we take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. We have introduced a sensory area in a quiet, less busy part of the school where children can go to when sensory issues get to overwhelming. We have developed the site so that it is fully accessible to all. The three floors are joined by lifts and there is a disabled toilet on each floor. Each disabled toilet is able to accommodate a wheelchair; the wash basin and dryer are at wheelchair level and there are hand rails. The school is also on a slope that can be accessed by the front of the school with a path that leads to the back of the school. There is also room in the school carpark for those arriving in a wheelchair to use and access the ramp in the top playground to access school straight onto the playground. The aim is to continue to improve access to the physical environment to meet the

needs of all pupils and make sure they all have access to all aspects of education offered at Stroud Valley Community School.

2. Access to the curriculum for all children, including those with a disability, to ensure they have equality of opportunity and learning as all children.

(This includes the wider curriculum such as the participation in after school clubs and school visits)
All reasonable adjustments are considered to enable children with disabilities to access the same trips (including residential trips) as other pupils. The planning for these children is always completed with parents and the child to ensure successful trips.

The SENCo ensures that all teaching assistants working with a disabled child are given the appropriate training eg. Manual handling. Through the SEND notional budget and in liaison with outside agencies such as occupational therapy, resources are purchased to ensure access to all areas of the curriculum.

3. Communication of written information to parents, children and all relevant people with a disability

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. All children with a disability will have an 'Moving and Handling' assessment as well as an intimate care plan that is draw up in consultation with SENCo, parents, child and teaching assistants. At Stroud Valley Community Primary School we will endeavour to make all information normally provided available to all. This may include alternative formats such as Braille, large front and information being delivered orally.

Accessibility Action Plan 2015 – 2018

Aim 1: To improve access to the physical environment of the school for all

Goal What do we want to achieve	Action What will we do?	Lead Person	Time Frame	Outcomes	Cost
Improve the physical environment of the school environment	The school will take into account the needs of the pupils, staff and visitors with physical difficulties when undertaking future improvements on the site such as improved access, lighting and colour schemes.	Head Teacher	Ongoing	Enabling needs to be met where possible	
Ensuring all with a disability are able to be involved	All children with a disability are to have an IEP outlining specific needs as well as a moving around risk assessment and intimate care plan. Staff to ensure all trips are accessible to all pupils and consult parents with a disabled child. School to use a coach firm with disabled access where available.	SENCo	Ongoing	Enabling needs to be met where possible	
To ensure roads, paths, car park are as safe as possible	Communication With parents through safety messages / letters / use of local PSO	Head Teacher			
Review and replace inadequate lighting in all areas	School will replace lighting in the EYFS department	Head Teacher			

Aim 2: To ensure access to the curriculum for all children, including those with a disability, to ensure they have equality of opportunity and learning as all children.

Goal What do we want to achieve	Action What will we do?	Lead Person	Time Frame	Outcomes	Cost
To ensure full access to the curriculum for all children	<u>Ensure we offer:</u> A differentiated curriculum A range of support staff The use of ICT equipment Specific equipment sourced from occupational therapy	SENCo Head Teacher	Ongoing		
To liaise with local nurseries to review potential intake for September 2015	To identify pupils who may need additional or different from provision for September 2015/16/17/18	SENCo	June – September 2015/16/17/18		
Ensure all school trips and residential are accessible to all	Carry out risk assessments before every trip. Visit all new residential locations. Liaise with parents to discuss schools plans for access for a disabled child. Employ additional staff to support a disabled child.	Head Teacher	As and when needed		
Ensure disabled children participate equally in after school activities	Survey participation in afterschool clubs of children with SEND	SENCo	Term 3 and Term 5		

Aim 3: Communication of written information to parents, children and all relevant people with a disability

Goal What do we want to achieve	Action What will we do?	Lead Person	Time Frame	Outcomes	Cost
Review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when a child is admitted to school. Ensure parents are offered paper and electronic copies of letters and newsletters.	Head Teacher	Ongoing		
Inclusive discussion of access to information in all annual reviews	Incorporate child's needs into their IEP's. Ask parents/carers and children about access to information	SENCo	Ongoing		

Policy Review

Policy Title	
Date Policy Ratified by Governors	
Committee Responsible	
Date for next review	