Inmans Primary School

Accessibility Policy

Date	Written By	Approved by	Review Date	Approved by Governors
Dec 18	Sue Fellows	N/A	Nov 19	Feb 19

Person Responsible for Implementation and Monitoring: Headteacher / Inclusion Manager

We aim to give each and every child the very best start in life to enable them to go on to be confident, successful and responsible adults. Our dedicated and committed staff team work very hard to provide a safe and secure environment in which every child can thrive and flourish – academically, socially, emotionally, creatively and physically.

Inmans Primary School provides a vibrant learning environment where all children are provided with opportunities to succeed. 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 our children matter.

Purpose of Plan

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

Definition of Disability

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

Areas of planning responsibilities

It is the school's duty to provide reasonable adjustments in its day to day operation to ensure we are as accessible as is possible.

• 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" and parents" preferred formats and be made available within a reasonable timeframe).

Contextual Information

Inmans Primary School was built in 2011 and is a single story primary school used predominantly for school purposes, but the school grounds and hall are used for out of school activities. Access into school has level access for wheelchairs and a disabled toilet is available.

At present we have no wheelchair dependent pupils or staff but we have extended families of children who access school for performances and events.

Current Range of Known Disabilities

The school has children with a range of disabilities which includes moderate and specific learning disabilities.

We have a small number of children who have medical needs.

Increased access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff 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. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of training needs on curriculum access Assign CPD for any additional disabilities not previously	On-going and as required	Inclusion Manger	Raised staff confidence in strategies for differentiation and increased pupil participation.

	addressed and when relevant.			
Ensure classroom support have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD	On-going and as required	Inclusion Manger	Raised staff confidence of support staff
Ensure that all staff are aware of children's curriculum access	Ensure access plans for disabled pupils are maintained and updated. Information with all agencies involved with the child.	On-going and as required	Inclusion Manger	All staff are aware of individual needs
Use IT software to support learning	Make sure software is installed where needed	As required	Computing lead	Wider use of SEND resources in classroom
All educational visits to be accessible to all	Ensure Educational Visits Policy provides guidance for staff on making trips accessible. Specific risk assessments to be completed for individual children	As required	HT/EVC	All pupils are able to access and take part in a range of activities

Ensure that the PE curriculum is accessible to all through monitoring	Monitoring of individual pupils and their disability needs, providing equipment as needed. Assessment of the need for specialised as and when appropriate.	As required	PE lead	All are able to access PE and be able to excel
Ensure that new staff are aware of their responsibilities in regard to the Equality Act	Disseminate policies and plans to relevant staff, GB and online	As required and appointment of new staff	Inclusion Manager and Induction staff	Staff and GB have an understanding of their roles and responsibilities

Improving access to the physical environment of the school

Inmans Primary School continued to develop its outside areas to ensure outdoor learning takes place. Provision, 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 day to day use. We keep resource provision under constant review. The schools' improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To create access plans for individual disabled pupils as part of the EHC process when required	As required	Inclusion Manger	EHC plans in place for disabled pupils and all staff aware of pupils needs

	Be aware of staff and governors and parents access needs and meet as appropriate	Induction and on-going	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter.	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment	Headteacher	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign and ensure sufficient and relevant signage.	As required	Headteacher Governors School Business Manager Caretaker	As any build takes place, space created is usable by all
Ensure access to reception area to all	If the front desk is altered, consideration should be given to installing a panel incorporating a visual display that can also be accessed by	As required	Headteacher School Business Manager	The front desk would have a visual display to enable people with impaired hearing to use and is accessible for wheelchair users

	partially sighted users. Consideration should be given to providing visual contrast and clearer operational instructions to the access control panel.			
Ensure all disabled pupils can be safely evacuated	Review Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Ensure that all staff are aware of their responsibilities	As required Each Sept	Inclusion Manager	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure hearing equipment in classrooms to support the hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	On-going	LA hearing officers	All children have access to the equipment
Ensure disabled parking bay is maintained and visual	The line painting of the parking bays needs to be maintained. Regular reminders about appropriate use of the bays	On-going	Caretaker Headteacher	Parents and visitors can access the school Bays are available to those that require them
Ensure safe parking within the parent /visitor car park	Double yellow line marking and no parking marking is in	Ongoing	Caretaker	Safe parking

	place in the car park to stop vehicles parking in dangerous location			
New stage lighting to be installed	A warning to be provided for the audience if the flashing light is to be used.	Ongoing	Headteacher	Parents and visitors aware of lighting.
Garden / wildlife area	Ensure that disabled persons have access to these areas and reasonable adaptations are made as required	Ongoing	Headteacher/ Caretaker/ SBM	Access to all areas provided

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 those that are disabled. Examples might include handouts, 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 timeframe.

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' ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English and provide enlarged clear print for people with	During induction	Office	All parents receive information in a format that they can access and understand the headlines of the school information
		On-going	Office	

	visual impairment. Provide braille copies for any blind parents and pupils School office will support and help parents to access information and complete school forms. Ensure website and all documents are accessible via the school website for specific needs.	Ongoing	Office and website design team	
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information.	Ongoing	Inclusion Manager	Staff produce information for children that is accessible and the office for parents.
Annual review information to be as accessible as possible	EHC plans and reviews are child friendly	Ongoing	Inclusion Manager	Staff are more aware of pupils preferred methods of communication
Languages other than English are visible in school	To make all Welcome signs multi-lingual where appropriate and to ensure that they include the language of the school	Ongoing	EAL /Inclusion manager	Confidence of parents to access their child's education.

Provide information in other languages for pupils or prospective parents who may have difficulty with hearing or language.	Access to LA translation service, sign language, interpreters to be considered and offered if possible.	As required	Inclusion Manger	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print and braille for prospective pupils, parents or carers who may have difficulty with standard forms of printed information.	Ensure that website is fully compliant with requirement for access by person with visual impairment. Ensure that the prospectus is available on the school website when updated.	On-going	Office	All can access information about the school.