



Edwards Hall Primary School

Accessibility Plan 2017-2020

Issued by:	Edwards Hall Primary School
Responsibility of:	Headteacher
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Introduction

The SEN and Disability Act 2001, extended the Disability Discrimination Act 1995, (DDA) and was further enhanced and modified by the Equality Act 2010 to cover education. These acts were introduced with the aim of ensuring that all disabled people have an opportunity to participate equally in society. Under the Equality Act, Disability is a specific, 'Protected Characteristic'.

Responsibilities for the school under these acts with respect to disability are largely as follows:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

As well as our pupils and staff we must make sure that other people who visit or use Edwards Hall Primary School can use our facilities with ease. We want to provide an accessible and comfortable place for everyone who uses it.

This plan sets out the School's proposals to increase access to education for disabled pupils in three areas and is valid for the period October 2013-October 2016:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To further improve the level of training staff have in supporting children with disabilities
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Current Arrangements

Edwards Hall Primary Equal Opportunities Policy

Edwards Hall Primary School Equal Opportunities Policy encourages people to discuss with us disability considerations with respect to their child or themselves, such that individual plans can be put in place. This will ensure that they can be given the most effective opportunity and access. However, it remains our policy to have due regard to accessibility for all with respect to any decisions made affecting accessibility and the policies therein.

Physical Access to Buildings and Classrooms.

The current premises design and layout does not fully support accessibility to all areas of the school. The nature of the building at the Bosworth end (steps up to and down to all classes) limits wheelchair access with 4 classes accessed from outside and 4 classes inaccessible by wheelchair. Feasibility studies have indicated that the cost of ensuring full access is prohibitive. The building does incorporate an accessible toilet and certain classrooms now have large doors giving full access to the outdoor areas that are at a similar level. There is a lift linked the Key stage 1 end of the school with the Key Stage 2 end.

The playground is also fully accessible with no restrictions as these are level with the main school building.

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Evacuation Procedures

Edwards Hall Primary School's fire and evacuation policy lays down basic procedures for the safe efficient evacuation of the school buildings. These procedures could be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and could be set out in the individual plan for the pupil.

Curriculum Access – Teaching and Learning

At Edwards Hall Primary School our aim is that pupils with disabilities should, as far as possible, have access to a full and broad curriculum, similar to that followed by their peers.

At Edwards Hall Primary School we will do everything in our power to support pupils with a range of disabilities including, sight and hearing, physical disability as well as learning difficulties of varying degrees. Decisions are to be taken on an individual basis with due regard for a child's needs.

Our teachers understand that pupils have different ways of learning and adapt their lessons to the different groups within their class.

Informal curriculum

Children at Edwards Hall Primary School are able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability.

At Edwards Hall Primary School arrangements for play, recreation and other aspects of a child's social development are incorporated into the child's individual education plan. The suitability of any event and the need for additional support is discussed fully with the parents in advance.

Access to Written Information

We currently have a varied methodology for communicating with parents, carers and pupils, these include:

- Notes we send home with pupils about specific events and projects
- Newsletters each week
- Information from our Web site
- Phoning parents when we know that they cannot read the information we send home.

Action Plan 2017 -2020

Targets	Strategies	Timeframe	Success Criteria
Improving access to the physical environment of the school			
Provide safe entry for the less mobile	Ensure that any building works comply with regulations making the school accessible to all.	2017-20	People with disabilities can enter and exit the building safely.
Increase the amount of disabled parking.	Create additional parking bays in the Bosworth car park. A disabled parking bay will be marked out when required	2017-20	Greater access to disabled parking on site.
To improve the extent to which disabled pupils can participate in the school curriculum			
To liaise with pre-school providers to prepare for the new intake of children into our EYFS.	Identify pupils who may need adapted or additional provision.	May- July annually.	Provision set in place ready for when the child/ren start in EYFS.
To establish and maintain close liaison with parents.	Ensure collaboration and information sharing between school and families.	Ongoing	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews.
To continue to provide a differentiated curriculum for all children.	Assessment procedures identify children's needs. Inclusion team work with school provision map to ensure differentiate work for each child. Annual review of SEN Policy by staff and Governors.	On going	Curriculum is as fully differentiated as possible.

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To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision.	Liaise with external agencies, identifying training needs and implementing training where required. Ensure that actions including evacuation procedures are clear and that staff are capable of carrying them out.	On going	Evidence that appropriate considerations and reasonable adjustments have been made.
Improve staff knowledge and understanding of a range of disabilities	Consider how curriculum might best be adapted for pupils with various impairments currently encountered in school or likely to arise. Inclusion Leader to plan for and address issues as they arise.	On going	Staff are confident in supporting all members of the community.
To improve the delivery of information to pupils, staff parent / carers			
To enable improved access to written information for pupils, parents and visitors.	When required, create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	On going	Evidence that appropriate considerations and reasonable adjustments have been made.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access need.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	On going	Evidence that appropriate considerations and reasonable adjustments have been made.