

Amblecote Primary School



'At Amblecote we achieve because in our pupils we believe.'

Accessibility Policy 2020 – 2021

Responsibility for monitoring this policy: Head teacher / SENDCos

Review every three years
(or in response to changes in legislation/ DSCB operating procedures)

Updated: October 2020

Review date: September 2023

Proposed by the Acting Headteacher.....J Cook.....Mrs J. Cook

Approved by Governing Body.....[Signature].....Mrs C. Roberts (Chair of Governors)

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School aims, values and ethos

At Amblecote Primary School our values reflect our commitment to a school where there are high expectations of everyone. We aim to prepare our children for the opportunities, responsibilities and experiences of life by providing a wide range of high quality, stimulating and challenging learning opportunities so that each child attains and achieves all that they are able to. We strive to create a community that is supportive and friendly as well as challenging, so we can establish good learning habits for school and for the future. We want the very best for all our children and everyone in our school is important and included. We recognise and value everyone's uniqueness and success. We celebrate learning in all its forms and are committed to nurturing lifelong learners who have confidence and good self-esteem. The school aims to ensure that our physical environment, curriculum and written information are as accessible as possible. Staff receive regular training in supporting children with SEND and we work with a range of external agencies to achieve this end. Our school aims to treat **all** pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Contextual Information

Amblecote is a 1½ form entry primary school with 300 pupils currently on roll. It is a one storey building with an extension built in 2005. Over several years, the school building has been adapted and developed to improve accessibility.

These changes include:

- Re-location of main reception office, increasing accessibility by moving this to the front of the building with a ramped entrance directly from the car park.
- Within the new extension, larger classrooms have been created with interlinking doors.
- Classroom fire exits lead straight onto the school field.
- The main school playing field has been levelled off for direct access from the new classrooms.
- Time for Two's mobile built with ramped entrance.

At Amblecote, there are children with a range of disabilities which include moderate and specific learning disabilities and medical conditions.

Current good practice at Amblecote

- Expectations for all pupils are high and everyone is valued and made welcome.
- All areas of the school are accessible to all pupils.
- There is one designated disabled parking bay on the school car park.
- Disabled toilet facilities in the main school building and in the medical room with a handrail and a pull emergency cord.
- Some of the children's toilets are adapted in Key Stage 1 with assistant rails

- Changing nappy facility in main building (medical room)
- Foot stools to ensure that all children can access and use sinks safely within the reception toilets.
- Foot stools purchased for set pupils to aid stability and correct posture when seated in class and in the school dining hall.
- An adjustable table and chair with arm rests to provide better stability and support for pupils with physical needs in the school dining hall.
- The main school entrance is fully accessible for wheelchair users. Most entrances have ramped access. There is a wheelchair stair lift to access the main school hall as well as another wheelchair stair lift to access the ICT suite and Key Stage 1 and 2 classrooms.
- The entrance via the top gate is fully accessible to all via a sloped path into school.
- Classrooms in the new building have wider doorways and the communal areas are accessible to all.
- The school has internal emergency signage and escape routes are clearly marked.
- Personal Emergency Evacuation Plans (PEEP) and Risk Assessments are in place for identified pupils.
- All school information is available in large print on request.
- Identified pupils with visual stress and tracking difficulties are screened to assess whether use of coloured overlays/paper will help to meet their needs. If a coloured overlay is required, the pupil will be referred for further investigation to Russells Hall. The specific coloured overlay/books will be used in class until additional advice is received.
- The school supports any available partnerships to develop and implement the Accessibility Plan.
- School fully support and liaise with specialist services to ensure appropriate support is provided for identified pupils and reasonable adjustments are made
- All lessons including P.E. and swimming, educational visits (including residential), learning experiences and after school clubs are accessible to all pupils irrespective of attainment or disability.
- Teaching staff have a good understanding of how disabilities can affect learning and ensure their planning & teaching is inclusive, varied and differentiated to meet the needs of all individuals and groups. Safer Handling Training is completed and routinely updated for relevant staff. There are seven members of staff with Safer Handling Training.
- The school has an open door policy and a clear complaints procedure to ensure that if you have any concerns relating to accessibility in school, procedures are followed and issues are dealt with promptly.
- This plan will be made available online on the school website.

Purpose of this plan

Under the Equality Act 2010, it is statutory for schools to have an Accessibility Plan. This plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The purpose of the plan is to ensure we meet our statutory duties towards our pupils, parents, carers, staff, Governors and members of the wider community who may have a disability, in order that all may have the fullest possible access to our provision. Where pupils and prospective pupils are concerned, school also acknowledges its non-discrimination and planning duty under the SEND 2014 (Revised May 2015)

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. Under this Act, a person has a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to carry out normal day-to-day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Our school is committed to ensuring that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We will endeavour to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan was drawn up following a detailed audit of the three areas – access to physical environment of school, access to school curriculum and access to written information.

Accessibility Action Plan

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the ethos of Amblecote. Through self-review, staff appraisal 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 and ensure that all children are enabled to participate fully in the broader life of the school. Consequently, all children are permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

| Target | Strategies | Time scale and Cost | Responsibility | Success criteria |
|---|--|---|----------------|---|
| To improve access to equipment for pupils with dyslexia/visual stress | Purchase of coloured overlays, coloured paper, coloured books and monitor overlays | September 2020 Monitor Overlays @ £67.35 Coloured Books @ £555.21 Colourful paper @ £2.24 a ream. 10 x reams of 4 different colours. £89.60 | SENDCO and LD | All pupils with identified visual stress will be able to use an overlay when doing computer based work. |

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| To improve provision for children with dyslexia. | Purchase a reading Dyslexia intervention Toe by Toe. Children with dyslexic traits to have access to the Toe By Toe intervention. | October 2020 2 x books @ £25.00 | SENDCo | All children with dyslexic traits and a poor reading level/spelling level to have access to Toe by Toe intervention. |
| To ensure pupils with traits of dyscalculia receive appropriate support to access the maths curriculum. | Purchase a Dyscalculia assessment | October 2020 1 book @ £30.64 | SENDCo/SLT | Pupils with traits of dyscalculia are identified using a dyscalculia assessment and appropriate intervention is put in place following this. |
| To identify pre-school pupils or older pupils new to school who may need adapted or additional provision on entry to EYFS or school. | Liaison with pre-school providers and parents to share information and prepare for the new intake of children into Reception classes | June/July each year | Early Years Leader/SENDCo/Pre-School SENDCo | Provision/resources/equipment in place ready for when the children start school |
| Ensure all staff have thorough understanding of disability equality issues | Identified staff meeting time to deliver in house training Online training | Summer Term 2021 then on going | SLT/SENDCos | All staff will understand the requirements of the Equality Act 2010 |

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| To review policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing within policy review cycle | SBM | All policies clearly reflect inclusive practice and procedure |
| To offer a differentiated curriculum for all pupils | SENDCos will complete Learning Walks, Lesson Observations and work scrutiny to offer support and advice to staff based upon findings. | Spring Term 2021 | SENDCos | All pupils with SEND will be able to access all areas of the curriculum. |
| Ensure that physical resources are tailored to the needs of pupils who require access to the curriculum | Staff ensure worksheets/activities are accessible for all pupils, e.g. use of enlarged font, colour. SATs Access Arrangements – tailored strategies are implemented in everyday practice Pictorial/symbolic representations Pencil grips, keyboard, scissors, wobble cushions. | On going Clevy keyboard @ £65.00 2 x wobble cushions @15.00 | All Staff | Resources are accessible to all. SATs are accessible to all. |

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| Children's literature will include examples of people with disabilities. | Purchase books that show examples of people with disabilities | October 2020 4 x bundles @ £100 | LS and SLT | Children with disabilities are represented in literature. |
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2. Improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school. As they move through the school, adaptations are made to the physical environment of their classroom in order to fully meet their needs.

| Target | Strategies | Time scale | Responsibility | Success criteria |
|--|--|------------|-------------------------|---|
| To ensure all barriers to access in school are eliminated | Make any necessary adjustments to size of doorways and corridor widths to enable wheelchair access | On going | SBM/Site Manager | All doorways, paths, corridors, ramps, etc enable wheelchair users and/or children and adults with disabilities to access all areas of school |
| To ensure that all outdoor areas are accessible to children and adults with disabilities | Plan any outdoor developments to provide access by all | On going | SBM/Site Manager SLT | All outdoor areas are accessible to all pupils and parents |
| Toilet facilities are accessible to all pupils | To ensure that new toilet facilities for pupils are compliant with accessibility requirements | On going | SBM/ contractors | All disabled toilets and changing facilities are fully accessible to wheelchair users and/or children and adults with disabilities |
| To enable parents and visitors with hearing difficulties to | Installation of a Hearing Loop system in school hall | By 2023 | SBM/Site Manager | All attendees at events held in school hall will be able to make use of the Hearing Loop. |

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| access events in school hall | | | | |
| Improvements to help the visually impaired | External steps highlighted in yellow/non-slip paint. Steps in and out of classrooms highlighted with Hazard Tape | On going | SBM/Site Manager | Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained. |
| Library shelves at wheelchair accessible height | Plan any library developments to ensure appropriate access | On going | SBM/Site Manager | Learning environment adapted to meet the needs of pupils as required |
| To establish a system for evacuating wheelchair users and /or children and adults with a disability from the building | Evacuation refuge point to be established at back of hall. Signage to be installed and appropriate section to be added to Fire Evacuation Policy. Add appropriate section to inventory | On going | SBM | Visitors/parents who are unable to vacate the building independently during an evacuation will have a clear system to follow and an identified initial muster point. |

3. Improving the delivery of written information to pupils, staff, parents/carers and other members of the school community

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include hand-outs, textbooks and information about school events. We will ensure that the information is provided in a preferred format and within a reasonable timeframe.

| Target | Strategies | Time scale | Responsibility | Success criteria |
|----------------------------------|--------------------|------------|----------------|--|
| To ensure that visually impaired | Purchase Inventory | 2023 | SBM | All visitors to the school will receive key information in a |

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| <p>parents and visitors have access to adapted safeguarding information about the school.</p> | <p>Key information for visitors will be provided in audio form on inventory</p> | | | <p>form that is accessible to them.</p> |
| <p>Availability of written material in alternative formats</p> | <p>Improve availability of information for parents:</p> <ul style="list-style-type: none"> • display appropriate leaflets for parents to collect • Provided translated documents where appropriate • Translate function on school website • Improve internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations | <p>2023</p> | <p>SLT and School office staff</p> | <p>Information to disabled pupils/parents as appropriate. Written information available in alternative formats.</p> |