

Silver Springs Primary Academy Accessibility Plan

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Silver Springs Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Silver Springs Primary School 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.

Definition of Disability

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

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

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which 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 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

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Health and Safety Policy
- Special Educational Needs School Information Report
- Behaviour Management Policy
- School Development plan
- School prospectus

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school’s website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Silver Springs Primary Academy will address the priorities identified in the plan. The plan is valid for three years 2015-2018. It is reviewed annually.

Approved by:

Date:

Next review date:

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims:

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Silver Springs Primary Academy offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Ensure training for specific staff including for medical needs	Audit of CPD requirements	Class Teacher SENCO	Summer 2016	Up to date list of areas staff training requirements
		Maximise the use of ICT equipment	Teachers to take part in further ICT training related to the use of ipads and wider technology – Mr Parkinson Training	ICT Co-ordinator		Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.
		Improve staff knowledge of ASD and Attachment disorder Speech and language Training	SENCO to source bespoke external training for staff or specific training course for individuals SALT to deliver bespoke training to individual TAs and Whole school training	SENCO	Summer 2016	Training records and evaluation

				SALT		
Improve and maintain access to the physical environment	<p>The new building is DDA compliant and allows for access and egress for disabled users including wheelchair users.</p> <p>Children's physical and well-being needs were a big factor in the design of the new build, including supervision.</p> <p>In addition specific children have specific equipment and timetabling arrangements which have been implemented throughout the year.</p> <p>Ensure a smooth transition occurs into new building and implement revise these plans</p>	<p>Arrange a meeting to review arrangements for access and egress once in the new building, inc. the layout of classrooms to ensure accessibility for children with a range of learning/ behavioural / physical needs</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms in new building</p> <p>. Ensure Medical Care Plans / manual handling plans in place and reviewed regularly with advice from OT.</p>	<p>Principal / Phase Leaders Class teachers</p> <p>SENCo</p>	<p>Dec 2015</p> <p>And reviewed annually</p>	<p>Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils. Staff have relevant knowledge fo children in their class an can adjust needs according to the pupil plans</p>
Improve the delivery of written information to pupils	<p>Staff are aware of Boardmaker and have received training in how to implement visual timetables</p> <p>Some staff are aware of Makaton signing</p> <p>Staff have received training in Scotopic sensitivity and understand how to reduce visual stress for pupils looking at the whiteboard and for individuals according to need e.g. coloured paper / overlays / enlarged print</p>	<p>To ensure whole school implementation of Visual timetables and boardmaker symbols</p> <p>EYFS staff to be trained in Makaton and PECS</p>	<p>Use boardmaker symbols in the classroom environment consistently.</p> <p>Learning walk confirms visual timetables in place</p> <p>Lesson observations – evidence use of MAKATON and PECS</p>	<p>SENCo</p> <p>Class Teacher</p> <p>TAs</p>	<p>Nov 2016</p> <p>Reviewed and updated annually</p>	<p>Classroom environment to have resources in place</p>

	Staff are welcoming and happy to invite parents and visitors into school	Improve communication at the front door	<p>Create new visitor pamphlets available at the front desk to direct parents and visitors along with a notice board for parents at key points in school where they pick up and drop off</p> <p>Provide translated versions of school academic reports for parents who don't speak English.</p>	<p>SENCo</p> <p>Office staff</p> <p>Phase leaders.</p> <p>Class teachers</p>	<p>January 2016</p> <p>Reviewed as necessary</p>	<p>Pamphlets on display</p> <p>Noticeboard with useful information in place</p> <p>Class teachers to make use of online</p>
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Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The New building has two storeys with lift access to the first floor	Risk Assessments as needed for children who need to use lift. Annual maintenance checks to occur.	Site manager	Annual and as needed
Corridor access	All corridors and door access and egress are accessible for wheelchairs and wide enough for manoeuvre with gentle ramp access from outside.	Corridors to be tidy and free from obstructions	All school staff	From Nov 15
Signage	Clear internal signage and door room labelling including use of visual images for toilets	Teachers to use clear fonts with board maker images for any additional notices made	SENCo	On going

Fire alarms	Currently auditory alarm in place with flashing beacons in noise excessive areas	Visual fire alarms to be installed in new areas of the school and when old areas are being developed.	Site manager SLT	From Nov 2015
Doors	All doors in new building are DDA compliant and are accessible for people standing and sitting in a wheelchair. All doors have vision panels apart from toilet doors and hub room doors which are lockable.	Two doors need to be replaced – wrong door installed.	Site manager SLT	From Nov 2015
Emergency escape routes	Labels well and clearly displayed throughout new building An emergency refuge and Evac-chair are provided in case of fire evacuation. Children with specific needs have Individual Evacuation Plans.	Continue to ensure signs are maintained. Appropriate training given to key staff reviewed annually Personal evacuation plans reviewed annually or when children move to Y4	Site manager SLT	From Nov 2015
Toilets	There is one disabled toilet and two ambulant disabled toilets – all of these toilets are on the ground floor	Continue to ensure that disabled toilets are in good working order.	Site manager	From Nov 15