

## **Slimbridge Primary School Accessibility Plan**

Improving access to education and educational achievement by disabled pupils is essential to the Government's policy of ensuring equality of opportunity, full participation in society and the economy and the Children and Families Act (2014)

1.2 The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 by introducing new duties on schools in relation to disabled pupils and prospective pupils. The Governing Body has the following key duties

- 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.

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

Slimbridge Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary to meet the needs of individual children on role at Slimbridge School. This covers improvements to the physical environment of the school and physical aids to access education;
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the reasonable provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.)
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Accessibility Plan should be read in conjunction with the following policies and documents. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

- Curriculum
- Equality Policy
- Staff Development

- Health & Safety (including off-site safety)
- SEND Policy
- Behaviour Management Policy
- School Improvement Plan
- Asset Management Plan
- School Prospectus and Mission Statement
- Teaching and Learning Policy

Local Offer for children with Additional Needs explains;

- How children with additional Needs are identified
- What happens after identification
- How children are supported
- How support is planned and evaluated
- Other people who might be involved
- Changes that might be made to the curriculum
- How children are involved
- How parents are involved
- What intervention programmes the school uses
- How the school's resources are allocated
- Who makes decisions about the amount of support needed

**Accessibility Plan 2020-2023**

**Improving the Physical Access at Slimbridge School**

An Access Audit (carried out by Dickinson Associates in June 2015) made the following recommendations relating to access:

<b>Access Report Ref.</b>	<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost</b> £
2.2	Specific accessibility parking bays	Mark out accessibility parking bays with clear hatched out access route	Next playground markings	£600
4.6	Steps with "nosing" to have a clear contrasting colour and luminance	Make colour contrasting nosing on steps	July 2021	£100
7.5	Lifts to the mezzanine	Install a stair lift to the library	If necessary	£1000
13.2	Signage to toilets	Directional signage	Dec 21	£200
15.11	Hearing enhancement system		If necessary	£2000
15.2	Standard classroom layout	Make accessible for wheelchairs	When necessary	
23.7	Flashing lights in isolated areas	Consult with Fire officer	If necessary	

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	Ongoing – particularly as new staff or the needs of pupils change	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Review annually	Increase in access to all school activities for any disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Review annually	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents  Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Sept INSET to review needs	Society will benefit by a more inclusive school and social environment
Ensure wheel chair access to classrooms and play spaces	Review buildings access, new builds to be compliant	Disabled children can access all classrooms and new play provision	Review annually	Increase in access to all school activities for any disabled pupils

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Review on admission of new pupils	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Review on admission of new pupils	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	Review annually in Sept	Delivery of school information to pupils & parents with visual difficulties improved.

Raise the awareness of adults working at and for the school on the importance of good communication systems.	Arrange training courses.	Awareness of target group raised	Review at SEN meetings 3x a year.	School is more effective in meeting the needs of pupils.
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