**Rownhams St John’s CE Primary School**

**Accessibility Plan 2016-2018**

**Purpose of the Plan**

The purpose of this plan is to show how Rownhams St John’s CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

**Definition of Disability**

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.

**Legal Background**

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA`s against either current or prospective disabled pupils in their access to education. It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the 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, which includes improvements to the physical environment of the school and physical aids to access education.

•improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Rownhams St John’s CE Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

**Contextual Information**

The majority of the school building and playground is accessible for a person in a wheelchair. The only part of the building that is not suitable for wheel chairs is the upstairs mezzanine which is used for the headteacher’s office, one to one sessions for Pupil Premium pupils in the morning and in the afternoon for teachers’ PPA time .

**The Current Range of Disabilities at Rownhams St John’s CE Primary School**

The school has children with a range of disabilities which include life limiting illnesses such as Duchennes Muscular Dystrophy and Alexander’s Syndrome, Autistic Spectrum Disorder, and serious medical conditions. When children enter school with specific disabilities, the school contacts the LA professional advisors for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff on the staff noticeboard which is on the back of the staffroom door.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. There is a locked fridge in the first aid room to store medicines which require refrigeration. The school has a medical needs policy and medication is given in accordance with this policy.

The school has a disabled toilet in the KS2 area and this has been installed (Summer 2015) with a special toilet which washes and dries when used.

**Rownhams St John’s CE Primary School Accessibility Plan 2016-2019**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Targets** | **Strategies** | **Outcome** | **Timeframe**  **/Responsibility** | **Achieved** |
| **EQUALITY AND INCLUSION** |  |  |  |  |
| To ensure that the Accessibility Plan | Clerk to governors to add to list for | Adherence to legislation. | Annually |  |
| becomes an annual item at Foundation Committee | Foundation meetings. |  | INCO /  Foundation Committee |  |
| meetings. |  |  |  |  |
| To improve staff awareness of | Review staff training needs. Provide | Whole school community aware | On-going.  INCO and HT |  |
| disability issues. | training for members of the school | of issues. |  |  |
|  | community as appropriate. |  |  |  |
| To ensure that all policies consider | Consider during review of policies. | Policies reflect current legislation. | On-going.  All governing committee |  |
| the implications of disability access. |  |  |  |  |
| **PHYSICAL ENVIRONMENT** |  |  |  |  |
| To provide facilities to ensure children’s cleanliness at all times | To install a shower cubicle | A shower cubicle is installed and children can use this | 2018  INCO and  Admin Officer |  |
| To ensure that, where possible, school grounds, and play equipment on it are accessible for all children and adults | To replace the slide and mound by a trim-trail of some sort that all children can play on | A new piece of play equipment replaces the old slide that can only be used by some children | 2018 |  |
|  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Cloakrooms are accessible to all children and adults. | As cloakrooms are refurbished ensure that the new toilets and sink units are accessible to all children | | Refurbished cloakrooms can be used by all | | 2018 |  | |
| To ensure that any disabled adult – staff, parent or visitor is able to park closely to the school entrance | Increase the number of disabled bays available for parking | | Repainting of parking bays to enable better accessibility of parking | | Summer  2016 |  | |
| To communicate where best access is available more effectively | Signage for access improved | | Signage for disabled access is purchased and installed | | Summer 2016 |  | |
| **Targets** | **Strategies** | | **Outcome** | | **Timeframe** | **Achieved** | |
| To provide a space available for all children in need of chill out/time out | A space is identified to enable children to  have calm-down time | | Interim solution to convert headteacher’s office  Long term solution to create a room especially for this | | Spring 2016  Summer 2018 |  | |
| **CURRICULUM** |  | |  | |  |  | |
| To continue to train staff to enable | SENDCo to review the needs of | | Staff are able to enable all | | On-going. |  | |
| them to meet the needs of children | children and provide training for | | children to access the curriculum. | |  |  | |
| with a range of SEND. | staff as needed. | |  | |  |  | |
|  |  | |  | |  |  | |
| To ensure that all children are able | | Review of out of school provision to | | All providers of out-of-school | On-going. | |  |
| to access all out-of school activities. | | ensure compliance with legislation. | | education will comply with |  | |  |
| eg. clubs, trips, residential visits etc. | |  | | legislation to ensure that the |  | |  |
|  | |  | | needs of all children are met. |  | |  |
|  | |  | |  |  | |  |
| To provide specialist equipment to | | Assess the needs of the children in | | Children will develop | Reviewed | |  |
| promote participation in learning by | | each class and provide equipment as | | independent learning skills. | termly by | |  |
| all pupils. | | needed. eg. special pencil grips, | |  | SENCo. | |  |
|  | | headphones, writing slopes etc. | |  |  | |  |
| To meet the needs of individuals | | Children will be assessed in | | Barriers to learning will be | Annually. | |  |
| during statutory end of KS2 tests. | | accordance with regular classroom | | reduced or removed, enabling |  | |  |
|  | | practice, and additional time, use of | | children to achieve their full |  | |  |
|  | | equipment etc. will be applied for as | | potential. |  | |  |
|  | | needed. | |  |  | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WRITTEN/OTHER INFORMATION** |  |  |  |  |
| To ensure that all parents and other | Written information will be provided | Written information will be | As needed. |  |
| members of the school community | in alternative formats as necessary. | provided in alternative formats as |  |  |
| can access information. |  | necessary. |  |  |
| To ensure that parents who are | Staff to hold parents’ evenings by | Parents are informed of children’s | Termly. |  |
| unable to attend school, because of | phone or send home written | progress. |  |  |
| a disability, can access parents’ | information. |  |  |  |
| evenings. |  |  |  |  |

Approved by governors: March 2016

Review date: March 2017