

Accessibility Plan 2019-2022



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 (DDA) 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 wheelchairs is the upstairs mezzanine which is used for curriculum resource storage, one-to-one sessions for pupils in the morning and in the afternoon for teachers' (planning, preparation and assessment (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, such as a nut allergy, and require an epipen to be in school, whilst other children have specific cultural food choices that need to be met.

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.

Objective 1: Equality and Inclusion						
Specific actions (How are we going to improve?)	who?	when?	cost?	Success Criteria? (What will success look like? How will it be different for our pupils?)	Progress?	Evaluation of impact (What is different now for our pupils?)
Review lunchtimes staffing to enable inclusion for key children with behavioural needs.	TW / LP	Jul 2019	Not known yet	Reduction in incidents and increase in positive outcomes during lunch times.		
Ensure that all policies consider the implications of disability access.	CoG / CoF	On-going		Policies reflect current legislation.		
Continue to develop staff on relevant areas to ensure equality and inclusion, including ASD, learning difficulties and behavioural challenges	TW	On-going		Staff are able to meet the needs of children more readily to enable successful outcomes.		
Improve provision for SEND children through, improved target setting (IEPs) so that needs are met more fully.	JM	Jul 2020		Provision and process for supporting children with SEND is effective as seen in outcomes in books and from reflection of IEPs (targets review).		

Objective 2: Physical Environment						
Specific actions (How are we going to improve?)	who?	when?	cost?	Success Criteria? (What will success look like? How will it be different for our pupils?)	Progress?	Evaluation of impact (What is different now for our pupils?)
Repaint disable parking spaces	JS / FH	Sep 2019	£350	Parking spaces repainted		
Ensure that, where possible, school grounds, and play equipment on it are accessible for all children and adults	TW	End of 2021	£1500	New equipment available that is accessible by all children.		
Improve access to school grounds through improved pedestrian access	TW / FH / JS	July 2019	HCC	New access to school ground improves safety for all pedestrians		
Create an additional learning space for children with SEND through dividing KSI open-plan area	TW / FH / JS	Sep 2019	(50% of) £8500	Children with specific learning needs are able to receive effective group teaching and access special resources.		

Ensure new extended classroom is accessible through ramped areas and doorways etc	TW / FH / JS	Aug 2019	HCC	Access to new classroom for all.		
Create multi-functional office space for SENCO to work and meet with children and parents	TW / FH / JS	Sep 2019	(50% of) £8500	New space enables effective meetings with children and parents. SENCO has use of an office space that is welcoming to parents.		
Review the needs of children on annual basis.						

Objective 3: Curriculum						
Specific actions (How are we going to improve?)	who?	when?	cost?	Success Criteria? (What will success look like? How will it be different for our pupils?)	Progress?	Evaluation of impact (What is different now for our pupils?)
Invest in sensory resources for children with autism and other special needs. Consider how new additional learning space can be used to meet sensory needs (for example, using a sensory room)	TW / JM	Sept 19 - Jul 2021	£250- £10,000	Sensory resources support learners and enable access to the curriculum.		
Explore grants to fund the above mentioned sensory room.	Gov? / TW / JM		£0 (time)	Staff and governors are aware of the funding available to support learning needs, especially children with autism who have sensory needs.		
Invest in more maths resources to support all learners, especially those with specific learning needs.	TW / Maths team	Sep 2019	£5,000	Maths resources support all learners.		
Relaunch Nurture	TW / JM	Sep 2019	£120 p/w in staffing costs	Nurture enables children to develop social and emotional wellbeing and therefore improve access to the school curriculum		
Train an LSA to lead speech and language programme and implement.	JM	Sep 2019	£££ staff / time costs	We have at least one LSA who can lead our S&L programme to meet the needs of identified learners.		

