



Preston Primary School

Accessibility Plan

2017-20

1. The Legal Framework & Schools Planning Duty

- 1.1. Under Part 4 of the Disability Discrimination Act (DDA) 1995 (as amended by the Special Educational Needs and Disability Act 2001 and the Equality Act 2010) schools must not discriminate against disabled pupils, they must not treat them less favourably and must actively make reasonable adjustments to ensure that they are not at a substantial disadvantage.
- 1.2. This Accessibility Plan has been produced as part of that duty; its purpose is to show how the school intends to proactively improve the accessibility of three key areas of school life for those who have a disability over the next three years.
- 1.3. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.
- 1.4. In line with the legislation the plan focuses on three key areas:
 - increasing the extent to which disabled pupils can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - And, improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.5. This duty is anticipatory and the school has planned for the current and future needs of its pupils.
- 1.6. Attached as Appendix 1 is an Action Plan that sets out a programme of planned improvements and actions which the school will undertake over the next three years. A success criterion and a review period have been set so that progress and outcomes can be measured.

2. Schools Ethos & Mission Statement

2.1. At Preston Primary School we are committed to ensuring equality of opportunity. This means not simply treating everybody the same but understanding and tackling the different barriers, which could lead to unequal outcomes for different groups of pupils in school.

2.2. This is reflected in the school's core values of respect, responsibility, independence, creativity, determination and teamwork and the Trust's principles that:

- The Trust will not directly or indirectly discriminate against, harass or victimise disabled children and young people
- The Trust must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- The Trust must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.
- The Trust should ensure decisions are informed by the insights of parents and those of children and young people themselves who will be fully involved and have regular meetings and updates
- The Trust should have high ambitions and set stretching targets for them
- The Trust will keep under review the additional or different provision that is made
- The Trust will promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- The Trust will work in a multi-agency way, liaising with external professionals from all areas connected to the child.

2.3. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Single Equality Policy
- Preston Primary's Special Educational Needs & Disabilities (SEND) Policy (Coast Academies)
- Preston Primary's SEND Offer (Coast Academies)

Copies of these are available on Coast Academies website.

2.4. It will be the responsibility of the whole school community to implement and follow the principles of this plan.

3. Current Good Practice which supports this duty

3.1. Action taken by the school to improve and support children with disabilities accessing the curriculum. These actions includes:

- Providing 1:1 support
- Flexible class structures and deployment of staff
- A buddy system to support those with difficulties
- A designated room for therapy or small group work
- Alternative learning environments
- Individual education plans
- Comprehensive pastoral team
- Teaching Assistants trained in speech and language
- Use of resources (i.e. microphone system) to ensure all children are able to see and hear presentations and assemblies
- ASC Outreach service for Torbay Schools
- Designated autism champion
- Makaton friendly environment
- Wide range of speech and language training
- Expertise in use of the speech link programme of assessment
- Fully trained Thrive practitioners

In addition transitional planning as children move from class to class, phase to phase and school to school is overseen by the school's Special Educational Needs Coordinator (SENCo).

The SENCo will read records of all new children entering the school and liaise with their current provider to check for information on possible needs – this pre-planning stage includes giving the child and parent/carer a tour of the school to see if there are any issues which might need addressing. The SENCo investigates any action needed and works with the teacher, parents/carers and outside agencies to implement them.

Specialist services the school works closely with include:

- Advisory Teacher for Hearing Impaired
- Advisory Teacher for Visual Impairment from WESC, Exeter
- Disabilities Support Workers
- Occupational Therapists

The SENCo will make sure all staff are aware of the child's needs and meet regularly with the class teachers to ensure that children are achieving their potential and pick up any arising new issues. Regular check-ins with the pastoral team are part of this monitoring process.

3.2. Action has also been taken by the school to ensure pupils with disabilities can access the school's physical environment; this has included:

- Ensuring all floors of the building are accessible either via ramps or platform lifts
- Ensuring corridors and classrooms are well lit
- Ensuring there is a designated accessible toilet and shower room
- Ensuring there are nosing's on steps and other hazards are highlighted
- Using carpets and curtains/blinds to improve acoustics
- Ensuring there are dedicated quiet areas
- Provision of a poly tunnel and woodland area
- Provision of school chickens for animal husbandry and therapy

3.3. The school has taken action to improve access to information through:

- The pre-planning for any special circumstances such as making use of adult readers
- The reading out of clubs lists in assembly at the beginning of each term
- Teachers flagging up the days lunch menu on the white board and discussing with children each morning

4. Review and Implementation

4.1. This Action Plan will be reviewed and monitored annually by the Senior Leadership Team

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention will be assessed to see if they are still valid and if so carried forward with a new review date.

4.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's last action plan, including an update on the status of those actions, is attached alongside the current plan in Appendix 1. Actions that are filled in green are complete, those that are filled in orange are outstanding and have been carried forward to the new action plan if still relevant.

Preston Primary School
Previous Action Plan 2010

<u>ACCESSIBILITY PLAN FOR 2010</u>			
2010: Allocation £15,000 & £2,338 b/f =			£17,338
-			
<u>Expenditure c/f from 2009/10 works:</u>			
Paul Mumford's fees on JTT drains clearing KS1 playground			£631
Final payment re KS1 line markings (Broxap/Playline Design)	-	-	£1,120
	-	-	
Available spend for 2010:	-	-	£15,587
-			-
<u>Proposals:</u>	<u>Who</u>	<u>When</u>	
Install seating under wooded areas on slope & in KS1 area:	Playline Design		£4,119
Install seating area by pirate ship in KS1 playground	Playline Design		£4,380
Install shaded areas to playground and field	Playline Design		£7,145
Tarmac slope leading down from gates to KS1 playground?	P Mumford		£0
Balance:			-£57
Included in Access Plan but to await outcome of proposed KS2 building project:			
Provide ramped access to KS2 exterior door	P Mumford		
Replace uneven surface in KS2 playground	P Mumford		
New line markings in KS2 playground	Playline Design		@£2,500
Install benched seating integral to the walls in KS2 playground	Playline Design		
Install benched seating along the bank of the field	Playline Design		

Note

Actions in black are either actions carried over or actions arising from Access Audit of school site completed in February 2017.

Actions in green are our suggestions based on experience from other schools and feedback from Deb

Preston Primary School

Action Plan 2017-20

Priority	Lead	Strategy / Action	Resources	Success Criteria	Review Date	Achieved
Access to the Curriculum						
Extension of fine motor skills group	SENCo	To measure/analyse progress of those attending. Look at possibility of additional sessions & purchase of pre-writing motor skills boards	TA £19.99 each	More children are able to attend Motor Skills sessions	Apr18	
Promote awareness & develop skills	SENCo/ club leaders	Reinstate Sign Language Club	Lead teacher	Demonstrations and signing of assemblies and other school events	Apr18	
<i>Access to after school clubs</i>		<i>Review clubs on offer and their accessibility</i>		<i>All children can access clubs</i>	<i>Apr18</i>	
<i>Ongoing training programme for staff</i>		<i>Develop training programme/ staff continued professional development/ use of classroom checklist as a prompt</i>		<i>Staff have skills & tools to handle a range of needs</i>	<i>Apr18</i>	
<i>Ensure all children can participate in school trips</i>		<i>Pre-planning of trips; Use of Risk Assessments</i>		<i>All pupils can participate</i>	<i>Apr18</i>	
Access to Physical Environment						
Improve external access around site		Provide additional lit signage for pedestrian access			Apr18	
Improve ease of access into buildings		Review information given to visitors on access Repaint handrail on slope from KS1 playground up to main entrance Review access to Foundation Stage classrooms			Apr18	
Improve internal way-finding for those with visual impairments		Review signage throughout school: <ul style="list-style-type: none"> • Consider adding Braille signage • Use of tonal contrast i.e. disabled toilet in KS2 Consider visual fire alarm system			Apr18	
Appropriate use of colour schemes in routine maintenance ie tonal contrasts		Review colours used to decorate classrooms; <ul style="list-style-type: none"> • lack of tonal contrast around door surrounds and openings 			Apr18	

Remove/control glare		Review of blinds in classrooms (noted some did not have any)			Apr18	
Improve access to play area	Andrew Stark	Definition between playground wall and ground for visually impaired	Specialised paint £500		Apr18	
Develop Woodland Area	Scott Ord and Mirna deRu	Continue making the Woodland Area and Polytunnel accessible for all. Develop with plant and other gardening materials			Apr18	
Improve internal access to classrooms		Review handrails			Apr18	
Access to Written Information						
<i>Raise staff awareness of importance of font/size/type set of school correspondence</i>	<i>Andrew Stark</i>	<i>Training and information sharing with staff</i>	<i>Admin Staff</i>		<i>Apr18</i>	
<i>Raise awareness of alternative formats</i>	<i>Andrew Stark</i>	<i>Signposting, training and information sharing with staff; Raising awareness of offer to parents & carers – review displays and letter footers</i>	<i>Admin Staff</i>		<i>Apr18</i>	