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| Date Adopted: |
| Signed By: |
| Approval Committee: Governing Body |
| Date of next review: |



ACCESSIBILITY PLAN - March 2016 – March 2020

Powerstock CE VA PRIMARY SCHOOL

1. The Powerstock CE VA Primary School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school¹ and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four years period ahead

of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Powerstock CE VA Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - 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 are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); 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 provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve 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 timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. 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.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
8.
 - Equality Objectives

- Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Policy
 - School Improvement Plan
 - Asset Management Plan / Suitability Survey **to be completed**
 - Prospectus
9. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
10. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
11. The School Prospectus will make reference to this Accessibility Plan. **(needs altering)**
12. The School's complaints procedure covers the Accessibility Plan.
13. The Accessibility Plan will be published on the school website.
14. The Accessibility Plan will be monitored through the Governor Environment Committee
15. The school will work in partnership with the Local Authority and Diocesan Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."
16. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Powerstock CE VA Primary School Accessibility Plan - 2016 to 2020 : Improving the Curriculum Access

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|---|---|--|------------------|---|
| To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them | Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, CPD | All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum | | Increased access to an appropriate curriculum for all pupils |
| 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 | | Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils |
| To ensure 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 classrooms | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | | More time available for pupils to participate in curriculum activities |
| Training for Governors in terms of Raising Awareness of Disability Issues | Provide training for governors | Whole school community aware of issues relating to Access | | Society will benefit by a more inclusive school and social environment |

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|--|--|--|-----------|--|
| To deploy Teaching Assistants effectively to support pupils' participation | Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs | Pupils needs are appropriately met through effective deployment of skilled support staff | | All pupils are supported to achieve their full potential |

Powerstock CE VA Primary School Accessibility Plan - 2016 to 2020: Improving the Physical Access

This plan is structured in conjunction with the school’s Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

| LOCATION | ITEM TO IMPROVE PHYSICAL ACCESS | ACTIVITY | TIMEFRAME | Cost (est.) £ |
|--------------------|---|---|------------------|--------------------------|
| Approach to school | Drop kerbs, traffic calming and pedestrian crossings | Link to Travel Plan for school | | |
| Outside areas | <ul style="list-style-type: none"> ◦ Paving ◦ External lighting | <ul style="list-style-type: none"> ◦ 1) Review levels, gradients, cambers and gullies in proximity to all pathways ◦ Ensure lighting is adequate to light safe access to gate | | |
| All areas | <ul style="list-style-type: none"> ◦ Signage ◦ Contrasting colours of door furniture to aid visibility ◦ Where possible to widen doors ◦ Introduce visibility panels to doors where required ◦ Improve classroom furniture layouts to increase access ◦ Security access | <ul style="list-style-type: none"> ◦ Consider locating colour and tactile signs ◦ Replace and upgrade on rolling programme ◦ Widen doors where building structure allows ◦ Assess annually depending upon classroom use ◦ Staff to be aware of mobility and H&S issues ◦ Lower security key pads to enable use by all | | |
| Main Entrance | <ul style="list-style-type: none"> ◦ Main entrance | <p>Replace internal doors to allow wheelchair access Consider moving external door toward road to create more space for wheelchair access and enabling simultaneous use of area by others</p> <p>Consider installation of a loop hearing system</p> | | |

| LOCATION | ITEM TO IMPROVE PHYSICAL ACCESS | ACTIVITY | TIMEFRAME | Cost (est.) £ |
|------------|--|---|-----------|------------------|
| | <ul style="list-style-type: none"> ◦ Audibility ◦ Weather shelter | Canopy over main entrance | | |
| Corridors | <ul style="list-style-type: none"> ◦ Remove trip hazards ◦ Observe fire exit routes ◦ Increase signage and aids for visual and hearing impaired | Identify appropriate storage for equipment and ensure that items are not left indiscriminately Remove obstacles around signed emergency routes | | |
| Main Block | <ul style="list-style-type: none"> ◦ WCs ◦ ICT Suites | Clear areas from obstacles and inappropriate storage Improve acoustics | | |

Powerstock CE VA Primary School Accessibility Plan - 2012 to 2016: Improving the Delivery of Written Information

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|---|--|--|------------------|---|
| Availability of written material in alternative formats | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours. | | Delivery of information to disabled pupils and parents improved |
| Make available school prospectus, 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 through hard copy and website | | 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 | | 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 using a range of communications systems according to individual need | Communication audit by SALT On-going Performance Management arrangements Training on range of issues such as functional use of language, Signalong and managing SALT plans Other training as required | Awareness of target group raised | | School is more effective in meeting the needs of pupils. |