



# Paston Ridings Primary School

# Accessibility Plan

Status	Statutory
Date approved	March 2019
Date of next Review	2 years

# Paston Ridings Primary School Accessibility Plan 2019-21

## **Purpose of the Plan**

The purpose of this plan is to demonstrate how Paston Ridings Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff and visitors.

## **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 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.

Paston Ridings Primary School are committed to treating all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community equally and, commits to 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 allowing them to achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people and monitors this continually to ensure equal 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 large majority of the school building and playground is accessible for a child in a wheelchair, thanks to the addition of ramps and adaptations of toilets previously made for a pupil who was in a wheelchair full time. Y5 Leopards classroom and the Y6 exit to the playground are the only exits/entrances with steps. There are alternative emergency exits identified for wheelchairs.

## **The Current Range of Disabilities within Paston Ridings Primary School**

The school has children with a range of disabilities which include; Autistic Spectrum Disorder, ADHD, Cerebral Palsy, Amputations, Hearing Impairment, Mild Visual Impairment, Significant Speech and Language impairment or delay and medical conditions including Epilepsy, Turner's Syndrome, severe allergies, and conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contacts the appropriate medical professionals, and other appropriate outside agencies for assessments, support and guidance for the school and parents.

We have children diagnosed with asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. If children diagnosed with asthma do not have inhalers in school, parents are asked to sign to acknowledge that this is correct

Some children have identified allergies or food intolerances/cultural food choices. Epi pen training is given regularly to staff by the school nurse, to ensure that appropriate medication can be administered in an emergency.

Training to administer epilepsy medication happens regularly to ensure key staff are aware of how to deliver to a child in the event of an epileptic fit.

All medical information is collated and is held in class blue/black files.

We have 5 trained Pediatric First Aiders across the school, who hold current Pediatric First Aid certificates. The large majority of support staff have had one day first aid training to ensure they are competent in delivering basic first aid provision.

All medication is in a locked cabinet in the medical room, the key for the cabinet is securely stored in the school office. As per the Administration of Medicines policy, consent forms are completed by parents outlining the illness and amount and time of medication. All medication administered is recorded and checked by 2 members of staff.

Some members of Staff and volunteers have disabilities, including; hearing loss, ongoing treatment for injury or non-contagious illness and diabetes. Staff members are risk assessed and have specific actions in place to support them if an emergency is to arise.

The Accessibility Action plan has been created following an audit of the school based on:

- Access
  - A. Approach and car parking
  - B. Routes and external level change including ramps and steps
  - C. Entrances, including reception
  - D. Horizontal movement and assembly
  - E. Vertical movement and internal level change
  - F. Doors
  - G. Lavatories
  - H. Fixtures and fittings
  - I. Information
  - J. Means of escape
- Curriculum Considerations
- Other Considerations

References on the Action Plan relate to the different elements of the audit, e.g. H08, A01

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Target	Strategies	Outcome	Responsibility	Timeframe	Achievement
<b>ACCESS</b>					
<b>A10. To ensure external labelling includes tactile information for visually impaired adults / children</b>	Review external labelling see where to include braille	Access labelling improved for visually impaired adults / children	Business manager Site officer	Summer 2020	Visually impaired able to access school in an improved manner
<b>B08. To ensure external labelling clear for key points in the school</b>	Review key external areas which would benefit from labelling	Improved labelling of key external areas and routes – both visual and tactile	Business manager Site officer	Summer 2020	Improved access for all stakeholders including visually impaired
<b>C19. D16. H01. I01. To explore benefits of re-fitting hearing loop to reception area of school</b>	Benefits of hearing loop to be explored Cost of hearing loop for reception area to be investigated Cost of hearing loop for meeting room to be explored	Hearing loop installed in reception area and access for hearing impaired improved	Business manager Site officer	Autumn 2019	Improved access to office staff for the hearing impaired. Improved access to meeting room for the hearing impaired
<b>C21. D10. I04. To improve internal navigation for the visually impaired</b>	Tactile information to be added to internal signage Tactile map to be created to support navigation	Improved internal navigation for the visually impaired	Site officer	Autumn 2019	Improved navigation around school for the visually impaired

<b>H08. To review staff accommodation for accessibility</b>	Review suitability of staff areas following staff appointments	Staff in a wheelchair able to access all areas in the school Refreshments made available at appropriate height for access	Business manager Site officer	ongoing	All staff able to access staff room areas and refreshments
<b>I05. To ensure school information made available in braille for the visually impaired</b>	Review the need for school information to be available in braille Translate documents into braille as necessary	Improved access to school information for the visually impaired	Office staff SENCo	ongoing	Improved access to school information for visually impaired parents
<b>I06. To ensure school information made available in audio format for the hearing impaired</b>	Review the need for school information to be available in audio format Record documents into audio format as necessary	Improved access to school information for the hearing impaired	Office staff SENCo	ongoing	Improved access to school information for hearing impaired parents
<b>I07. To improve staff awareness of specific disability issues</b>	Review staff training needs for specific disabilities Provide training for members of the school community as appropriate	Whole school community aware of any disability issues and how to support access	Office staff SENCo	ongoing	Office staff able to support all parents irrespective of access needs
<b>CURRICULUM CONSIDERATIONS</b>					
<b>To ensure classrooms are organised to promote the participation and independence of all pupils</b>	Staff fully informed of all disabilities and methods to support access to the curriculum Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms	The needs of individual pupils accommodated in all classrooms All pupils make progress and attain as highly as possible	Teaching Staff SENCo	ongoing	Increase in access to the National Curriculum All pupils making progress

<b>OTHER CONSIDERATIONS</b>					
<p><b>To consider Accessible communication formats (DWP) and RNIB guidelines for producing information in an accessible format</b></p>	<p>All staff aware of guidelines for producing accessible materials (DWP) Appendix 1 RNIB guidelines used when producing materials for visually impaired parents / children</p>	<p>Accessible materials produced to support both pupils and parents Access to information improved for all stakeholders Written information will be provided in alternative formats as necessary.</p>	<p>Office staff Support staff Class teachers</p>	<p>ongoing</p>	<p>Access of information to disabled pupils and adults improved</p>
<p><b>To support staff with identified needs, though Risk Assessments</b></p>	<p>Risk assessment to be completed for all staff with identified need Strategies put in place to support staff members as necessary (e.g emergency card, radio) Risk assessment shared with senior staff and first aiders throughout school to further support staff member</p>	<p>All staff with identified needs feel safe and supported within school environment All staff members aware of how best to support individuals</p>	<p>HT DHT AHT Business Manager</p>	<p>ongoing</p>	<p>Potential risk to members of staff reduced</p>

Approved by governors: