

The Orchard Primary School



Accessibility Plan

Date	Review Date	Author	GB Committee
January 2017	January 2019	HT	Premises, Health and Safety committee

1. At Orchard Primary School we are committed to providing a fully accessible environment 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, understanding and inclusion.
2. We believe that we work hard to ensure that the culture and ethos of this school are such that whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect.
3. We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)
4. We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.
5. We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.
6. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - 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.
 - 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 the DDA). 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the 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 time frame.

Access to the physical environment

We will:

- Seek to include minor building works or developments to improve accessibility identified by the school or through an access audit into school development plans
- Continue to provide specialist aids/ equipment to individual pupils to support access to education
- Ensure training is available to governors and school staff as necessary to raise awareness of school responsibilities and opportunities for improvement.
- Continue to maintain up-to-date information about the number of pupils with disabilities in the school or anticipated to be attending in the future
- Consider, on a planned basis, how to improve accessibility through reorganising and rearranging aspects of the school environment without physical adaptation or building works.

Access to the curriculum

We will

- Continue to provide a broad and balanced curriculum for all pupils.
- Continue to develop approaches to the differentiation of the curriculum to enable increased access for pupils with disabilities.
- Identify all pupils and know prospective pupils who face barriers to learning and full participation.
- Consider pupils, and prospective pupils, assessed needs and consider any reasonable adjustment which may be necessary to enable them to participate.
- Audit approaches used when planning and delivering the curriculum
- Audit staff training needs in relation to increasing participation in the curriculum.
- Consider developing resource banks detailing ideas and approaches which support increased participation in the curriculum.
- Consider pupil and prospective pupil needs, in relation to the wider provision of school, including after school clubs, sporting and cultural activities and school trips.
- Seek to develop and share good practice in this area and access opportunities provided by the Local Authority and other schools.

Access to written information

We will

- Raise awareness amongst staff about the requirements to provide information in alternative formats if required.
- Maintain p-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared with staff.
- Collect and share examples of good practice amongst staff.
- Review and audit the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.
- Seek specialist advice and support in those cases which lie beyond the school's immediate expertise.

7. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
8. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
9. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
10. The Plan will be monitored through the Premises Committee and Curriculum Committee of the Governors.

The Orchard Primary School Accessibility Plan 2016 - 2019

Improving the Physical Access at The Orchard Primary School

ITEM	ACTIVITY	TIME SCALE	SUCCESS CRITERIA	COST £
A portable induction loop and appropriate signage.	To provide an induction loop with appropriate signage in the main reception area		Communication improved for pupils, parents and visitors with a hearing impairment	£1000
Accessible WC	Provide clear and tactile signage to the accessible WCs	April 2018	Signs suitably located as per RNIB guidelines with tactile signs as an aid to benefit those with visual impairments	£75
Nursery sink	Provide lever taps in Nursery block	December 2017	Taps easier for all adult users	£200
Entrance exit to Nursery block	Provide ramp at fire exit from Nursery block – (next to water/sand area)	September 2017	Easier exit from building for wheelchair users in an emergency	£2000
Fire exit / entrance from Guava	Paint step edge to reduce trip risk		Trip hazard is evident to all users – mitigating against accidental trips / falls	£100
Gates	Provide clear and tactile signage at gate release.		Easier access onto and from the site by the visually impaired	£150
Accessibility for visually impaired visitors.	Future decoration ensures adequate contrast between doors / frames, fittings/surrounds and switches/ surrounds.	As redecoration takes place.	Improved accessibility for visually impaired pupils, parents staff and visitors.	-

- If a child with a disability is admitted to The Orchard Primary School adaptation will be made, as appropriate, to accommodate pupil need.

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Improving the Curriculum Access at The Orchard Primary School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	SUCCESS CRITERIA
Audit of pupil needs and staff training to meet those needs	Review of specific needs of pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations	All teachers are aware of any relevant issues and are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Termly as part of progress meetings	Increase in access to the Curriculum
Develop inclusive quality first teaching	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs	Teachers are able to plan and teach appropriately for the specific needs of the children in their class	On-going	Needs of all learners are met within reasonable adjustments. Lesson observations show that all children are able to participate and make progress within lessons.
Appropriate use of specialised equipment to benefit individual pupils and staff	Reasonable adjustments in the classroom checklist shared with staff for consideration. Commit to provide appropriate resources to meet pupil need.	Staff give consideration to individual pupil needs as part of their planning.	On-going as necessary.	Increased access to the Curriculum. Needs of all learners met
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	On-going :as activities and events are arranged	Ensure access to all school activities for all disabled pupils
Classrooms are 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 class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	On-going	Increase in access to the Curriculum
Training for Awareness Raising of Disability Issues	Provide training and discussion for governors, staff, pupils and parents	Whole school community aware of issues relating to Access	Summer 2017	A more inclusive school and social environment

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Improving the Delivery of Written Information at The Orchard Primary School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	SUCCESS CRITERIA
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	Autumn 2017	Delivery of information to disabled pupils improved
Make available school brochures, 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	Summer 2018	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 VIT on alternative formats and use of IT software to produce customized materials.	All school information available for all who request it	On-going	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 good communications systems.	Staff training / discussion	Awareness of target group raised	Summer 2017 and then On-going	School is more effective in meeting the needs of pupils.