

TWO MOORS PRIMARY SCHOOL

Accessibility Plan 2015 – 2018

Vision and values

We strive to give all children in our care the best education possible underpinned by our school aims. It is our aim to meet the specific needs of all pupils. We will work to overcome potential barriers to learning in all aspects of school life.

Purpose of Plan

This plan shows how Two Moors Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. (While some pupils with English as an additional language (EAL) will also have special educational needs and/or disabilities, pupils will not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught)

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this 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 access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Two Moors Primary School is spread over two main buildings (previously two schools), with three additional temporary classroom blocks, on a large spread out campus. The main entrance to the school office, headteacher's office and a disabled toilet is via a level access through front doors to a reception area. All classrooms can be accessed through a level external route. Most classrooms are light, bright and airy and well organised. The display policy reflects the recommendations for a dyslexia friendly classroom. Distractions are kept to a minimum to support pupils with ADHD and those on the autistic spectrum.

Maximum use is made of small spaces to provide calm, distraction free zones.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities. We have a small number of pupils and parents who have a hearing impairment, visual impairment and significant medical needs. Currently we have wheelchair dependent people using our site and we continue to look at ways to make it more wheelchair friendly.

Increasing access for disabled pupils to the school curriculum.

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Access to the curriculum

Target	Strategies	Time scale	Responsibility	Success Criteria
Quality first universal provision. Clear differentiation. Individual needs met.	Whole school teaching and learning policy. Whole school provision map.	Autumn 2015 Ongoing	SENDCo Leadership team	Outstanding/good lessons are observed. All learners reach their potential.
Ensure staff have specific training to meet needs of individuals.	Staff access appropriate Training. Work closely with external agencies.	As required	SENDCo	All children can access the Curriculum.
All educational visits to be accessible to all.	Ensure each new venue risk assessed.	As required	Headteacher	All pupils on role able to access all educational visits and take part in a range of activities.
PE curriculum accessible to all.	Clear differentiation with resources used, level of support.	As required	Individual Teachers Sports Lead	All pupils to have access to PE and be able to experience success.
To ensure the school develops children's awareness of disability. E.g. keeping walkways free for visually impaired pupils.	Ensure there are some learning resources (books etc.) that show positive role models. Seek disabled sport role models.	All staff	All staff	Pupils have a greater understanding of disabilities and know how best they can support their peers in the setting.
Ensure disabled children can take part equally in lunchtime and after school activities.	Work with MTAs and ASC staff and plan for individual needs.	As required	SENDCo Staff Sports Coaches	Disabled children's needs are well met and they feel confident and have fun at breaks and ASC.
Inclusive discussion of access to information between parent/teacher.	Ask parents about preferred formats for accessing information e.g. braille, Translation Tool on website.	As required Sept '15	Class Teachers OW	Staff more aware of preferred methods of communication and parents feel included. School website will become accessible to all.

Improving access to the physical environment of the school

Target	Strategies	Timescale	Responsibility	Success criteria
To be aware of the access needs of disabled children, staff, governors and parents/carers of disabled children.	Where necessary create access plans for individuals.	As needed	Headteacher SENDCo	All needs are met.
To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.	Accessibility Plan regularly reviewed and updated.	Annually	Clerk to the Governors	Site accessible to all.
Clear signage and safe access for visually impaired people.	Check condition of yellow paint on step edges. Check exterior lighting is working on a regular basis. Put black/yellow hazard tape on door frames and play equipment to help visually impaired children.	Regularly	Caretaker	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.
Ensure all disabled people can be safely evacuated.	Ensure there is a Personal Emergency Evacuation Plan (PEEP) for all disabled pupils. Staff teams aware of PEEPs. Disabled people in wheelchairs can be evacuated quickly and easily.	Annually Termly fire drill	Class Teachers SENDCo	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.

Provide hearing loops in classrooms to support pupils with a hearing impairment (HI)		As necessary	County Advisors SENDCo	All children have access to the curriculum.
Any redecorating work within the school is sympathetic those with a visually impairment(VI)	Advice taken relighting and colour schemes when decorating takes place.	As necessary	Headteacher SENDCo	The school decorates in a way that is sympathetic to people with a visually impairment.
Ensure accessibility of access to IT equipment.	Alternative equipment in place to ensure access to all hardware for all pupils with VI/HI.	As required	SENDCo liaise with VI/HI on information with regard to the visually and hearing impaired.	Hardware and software available to meet the needs of children as appropriate.
All fire escape routes are suitable for all.		Ongoing	Headteacher	All disabled staff, pupils and visitors able to have safe independent egress.
Further development of the building take DDA issues in to account. Work with LA and architects when planning modernisations.		As required	Headteacher Governors	Where it can be reasonably achieved, the school building continues to be accessible for all.

Improving the delivery of written information to disabled pupils, parents/carers

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print (Century Gothic.) School office will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website.	Ongoing	Admin team	All parents receive information in a form that they can access.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils and parents/carers with a visual impairment.	As required	Office	Excellent communication.
Languages other than English to be visible in school.	Some welcome signs to be multi-lingual.	Ongoing	EAL Lead	Confidence of parents to access their child's education.

Provide information in other formats for pupils, parents/carers who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible.	As required	SENDCo	Pupils and/or parents/carers feel supported and included.
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information.	Ensure website is fully compliant with requirement for access by people with a visual impairment. Ensure Prospectus is available via the school website.	As required	Admin team	Pupils and/or parents/carers feel supported and included.
To ensure that parents who are unable to attend school, because of a disability are kept informed re their child's progress.	Phone call, email	As required	Class Teachers SENDCo	Pupils and/or parents/carers feel supported and included.
Inclusive discussion of access to information in parent/teacher meetings.	Ask parents about preferred formats for accessing information e.g. Braille, other languages. Translation Tool to be added to website to allow multi-lingual access.	Ongoing	Class Teachers	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible.