

Shilbottle First School Access Plan

This Policy is a statement of the aims, principles and strategies for an Access Plan at Shilbottle First School.

The Policy was developed September 2015 through a process of consultation with teaching staff.

It was approved by the governing body on September 2017

A schedule for the review of this, and all other, policy documents is set out in the school's five year Plan of Whole School Development, this policy will now be reviewed every year

This Plan reflects the requirement for an Access Plan under current equalities legislation.

The duty under the Equality Act 2010 is that schools collect and publish equality information, and publish equalities objectives. This duty has existed since April 2012. However, guidance makes it very clear that schools continue to have a duty to produce an Access Plan which must be implemented. Schools' plans should reflect their intention to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improve the availability of accessible information to disabled pupils.

Access Plan for Shilbottle First School from September 2015-2017

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

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Our school's previous access plans were incorporated into a Disability Equality Scheme and build on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life. It is likely that every school has disabled pupils, staff members and service users.

Vision and values

Our School fully supports the vision of Northumberland Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Northumberland's Inclusion definition that says:

Northumberland County Council is committed to improving access for all disabled pupils and prospective pupils. We believe that all disabled pupils have a right not to be discriminated against in the provision of education and associated services in schools, and in respect of admissions and exclusions. Wherever possible disabled pupils should have the same opportunities as their non-disabled peers in their access to education. The child/young person is at the heart of everything we do. For schools we will promote the strategy to improve access through our overall inclusion programme and through specific guidance and training for headteachers and senior leaders, and for governors.

We will promote the principle that inclusive schools provide for all pupils, through increasing access and removing barriers to learning.

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Our School Vision

- Every child matters to us.
- We aim to enthuse and challenge our children.
- We have high expectations for every child.
- We ensure that the skills of Literacy and Numeracy are rigorously taught.
- We embrace equal opportunities and all children are included.
- We take account of individual ability and differentiate learning so that every child progresses in every lesson and achieves their potential.
- We reward effort as well as achievement.
- We develop children's awareness of moral, spiritual, social and cultural values, physical wellbeing and sensitivity towards the needs of others.

The nature of Shilbottle First school population:

- We have around 110 main stream pupils from Reception to Year 4 and 16 staff members.

The school environment

The school consists of the main building and a portacabin accessed through the back of the school. All classrooms are on the ground floor and are accessible. Many physically disabled pupils are using powered wheelchairs which can be quite large, door frames in the main school are narrow and when alterations to the classrooms are planned in the door frames will be widened. Where classroom space is tight, adjustments may have to be made to classroom layout in order to facilitate access.

- Many pupils with quite complex medical needs are attending mainstream settings now and staff will receive training from Health professionals and volunteering to carry out procedures as and when this is required.

From time to time we have children with disabilities and have developed the school building:

- We have added a disabled toilet, wash basin and large changing bed in a room in the portacabin, this also is used as a medical room (September 2013).

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- Ramps at all entrances to ensure wheel chair access.(2005)
- All classrooms have a coloured thresh for visually impaired children (September 2013)
- All doors are painted in a darker colour to ensure visually impaired children can see the openings(2010)
- We offer all policies and documentation in bigger text to parents who are visually impaired.
- An allocated parking space for the parents of disabled pupils is vital, as is ensuring that the space is not used inappropriately, or blocked by other vehicles. Access into school from the parking space should be level with no obstacles. (This is planned for September 2014 as the car park is being remodelled)
- Schools have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment. We provide a range of learning support material for children to access the curriculum e.g. Clever fingers, writing slopes, pencil grips, scissors etc. We provide specialised cutlery for children to use at lunch time.

Awareness of staff

All staff are aware of the needs of individual children and have regular training to support the needs of children in school, e.g. physiotherapist training for disable pupils. Work with healthcare workers to support toilet training etc. New staff will have an induction meeting about children's needs.

All children in school are included, disabled children are encouraged to take a full and active part in school life, e.g. sport's day, performing in concerts, educational visits etc. support is given to children who can not attend school for medical reasons e.g. home tuition. Afterschool clubs are available for all children.

We have policies in place and a named person to administer medicines and care. We have a strong Anti Bullying Policy to ensure all children feel safe and included.

All children with Special Needs or a disability will be offered a broad and balanced curriculum that is tailored to meet their needs e.g. speech therapy, circle time, visual timetables, social stories etc

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Access to the curriculum

All areas of the curriculum are available to pupils regardless of their disability. If an activity cannot be made accessible or would be inappropriate then an alternative activity will be made available. Handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity. Depending on the impairments of disabled pupils, planning specific staff training improves access to the curriculum. Training is available from a number of sources.

Purchasing specialist equipment will increase access to the curriculum for disabled pupils. School has purchased writing slopes and pencil grips, or adjustable desks and chairs etc.

Reviews of the participation of disabled pupils during lesson observations will inform future developments in inclusion.

Planning to use tools such as the Index for Inclusion can help a school improve access and raise awareness.

Access to school visits can be problematic for some disabled pupils. Reviews and investigating more accessible venues and transport providers will be valuable, as will better forward planning and a creative approach to staffing.

Access to written information

Support for learners with reading difficulties.

Raising awareness of font size and page layouts will support pupils with visual impairments.

Auditing the school library to ensure the availability of large font and easy read texts will improve access.

Auditing signage around the school to ensure that is accessible to all is a valuable exercise.

Access Plan for Shilbottle First School from September 2013-2016

Buildings	Area	Action to be taken	Time scales	Priority	Resources	Responsibility	Monitoring and evaluation
	Approaching the school						
Car parking	Provide a suitable car parking bay for	Markings in car park.- building work	2015	B	Building work to carpark	HT	Governors

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	Disabled Visitors (Marked out)						
External ramps	Ramps to playgroup and Class 2 complete Ramps to be fitted to main entrance Ramps to play groups to be fitted	Yearly Check		A A		Care taker HT	Governors.
Entrance	Move intercom to a lower level For access for wheel chair uses.	Moved		B	Cost of moving it	Head teacher	Governors
Corridors	Check corridors in a regular basis for access	Access checked	On going	C	N/a	All staff-awareness raising.	
Doors	All doors have unblocked windows in to all areas.	Nothing to be on the windows to block view	Check on regular basis	A	N/a – awareness raising		Governor health and safety audit.
Stairs	Fitting another hand rail to the other side of both sets of stairs	Get hand rails fitted.	2015	C	Money for this	Head teacher	
Toilets	Disable toilet now available in portacabin.	done	done	A		HT	Governor health and safety audit.
Signs and information	All fire signs and toilet signs have Braille on them.	Staff to walk around school to see where extra signage is needed.	done	A			Governor health and safety audit.

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Means of escape	All signs are clearly placed and are regulation size. All signs are in Braille.	Plan staff meeting to raise awareness of access for escape with all staff.	Done checked yearly	A	Plan in time	HT with all staff	Governor through Headteacher's reports
Building management	Whole school site	Work with caretakers on the management of the site to develop access.	On going	A	Planned improvements	Head teacher working with caretaker	Governor health and safety audit.

Curriculum

	Area	Action to be taken	Time scales	Priority	Resources	Responsibility	Monitoring and evaluation
	Differentiated curriculum	On going development of teachers understanding of a differentiated curriculum for all children.	Staff development	B	Staff meeting time Evidence trail by SENco to see inclusion and an inclusive classroom.	Head teacher, SENDco	SENDco and report to Governors
	Deaf awareness	As and when this is an issue in school teachers will have training to deal with this	On going	C	Staff development	Head teacher, SENDco	
	Training to support disabled pupils	As in the past all staff have ongoing training to need the needs of individual children. As children's needs are assessed training will be put in place to best meet the needs of	As and when issues arise	C but could change to A	Staff time and training needs analysis	SENDco	Head teacher

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		individuals.					
	Specialist equipment	Seek and provide specialist equipment as and when it is required by an individual child	When ever necessary	C but could change to A			
	To recognise pupil diversity through lesson delivery and techniques	Awareness raising the lessons covered about access for all Every child matters agenda	Staff development	B	Staff time and PHSE coordinator time	Headteacher and PHSE coordinator.	Report to Governors in HT report
	Training needs of all staff	Regular support for Teachers and teaching assistants on named conditions that children might have. Performance management targets for TAs	Autumn term	B	Performance management time Staff training sessions Planned over the year	HT and PHSE coordinator	Headteacher

Alternative formats

	Area	Action to be taken	Time scales	Priority	Resources	Responsibility	Monitoring and evaluation
	Alternative Formats	All parents are aware through news letters and prospectus' that large type formats of any school produced documentation can be made available. School can provide help	All ready in place				

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		with reading any documentation.					
	Good print guidelines	We try at all times to follow the good print guide lines. – see attached	All ready in place			Everyone who is providing information	Monitored by HT
	Policies to include foot note about larger print	As policies are reviewed a foot note to be added about larger print.	On going	C	Staff time when reviewing	Coordinators and HT	Governor policy development

Good Print Guide Lines.

Font size

Most fully sighted people can read 12 point font easily. Visually impaired people will need different sizes depending on their level and type of vision. It is not correct to assume that the larger the font the better – this is fine for some, but others, for example those with a small field of vision, might prefer a smaller font. If you are printing for individuals, it is best to ask them their preferred font size. Font size 14 is a good size to use to cover as many people as possible.

Font type

Always use a plain, sans serif font such as Arial, Univers, Tahoma or Verdana. Or comic Sans.
Letters should be evenly spaced.

Font style

Never print anything using all capital letters. A mixture of upper- and lower-case letters, like on this page, is easier for everyone to read.

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Use bold weight for emphasis; avoid using italics as much as possible.
Letters and words should be spaced conventionally.
Leave extra spaces between lines of text and between paragraphs for greater clarity.

Alignment

Do not use right-justified text, as this can cause irregular spacing. Use left or central alignment only.

Colour

Use dark ink on light paper – black on pale yellow is particularly good for people who are troubled by glare. Alternatively, use light coloured text on a dark background – yellow on black or dark blue is best. Never use dark ink on dark paper or light ink on light paper.

Enlarging

It is possible to enlarge print using a photocopier, but this can result in a grainy image and oversized paper. Always print the correct font size directly from a laser or ink jet printer where possible.

Paper

Choose paper with a matt finish where possible. Glossy paper produces glare that may cause reading difficulties.
Thin paper should be avoided as print can show through from the other side.

Images

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Never print text over patterns, photographs or illustrations.
Try to position any images so that they do not confuse the flow of the text.

Individual needs

Different people will have different needs – visually impaired people will have different levels and types of vision. Dyslexic people may also have different needs. If you are producing documents for individuals, it is usually best to ask what their preferred format is. After all, with modern word processing packages, it is easy to manipulate text and give everyone exactly what they want.