



School Accessibility Plan April 2013- 2016

Introduction

Schools' duties around accessibility for disabled pupils Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Pinner Park Junior School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

Pinner Park Junior School aims :

to provide a safe, secure, stimulating and supportive atmosphere where each child is valued to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally to secure an inclusive learning environment and to support individual pupils

i) with special educational needs

ii) with disabilities

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme.

1. It has been informed by analysis of pupil & staff data and additional information gathered.
2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.
3. Pinner Park Junior School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:
 - Disability Equality Scheme
 - Special Educational Needs
 - Equal Opportunities

- Inclusion

4. This plan considers the following three areas as identified in the introduction:

4.1 Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation

4.2 Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

4.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

5. Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the Inclusion Leader manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Mayfield Special School Outreach Team

6. Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Pinner Park Junior School.

7. Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

8. This Access Improvement Plan is reviewed annually by the Governors' Achievement Committee & Governors' Premises Committee.

In addition it will be reviewed three yearly by the DES Working Party following consultation with the larger school community, the PTA, school council and questionnaires.

Appendix 1 Access Improvement Plan



Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	IL	Staff aware of services available through LA. Disabled people aware of facilities through signs and newsletters etc. Access Improvement plan available on website.	List of available alternative formats.	In place & ongoing	Information to disabled pupils/parents as appropriate. Written information available in alternative formats.
Training for teachers on differentiating the curriculum and effective communication with parents	IL	Staff training and meetings with parents of SEN pupils arranged	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
Training for staff on increasing access to the curriculum for disabled pupils	IL	Staff training on signing/Braille/ use of FM aids etc. On-going training on Aspergers Syndrome, ASD, ADHD etc.	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met.
Appropriate use of specialised equipment to benefit individual pupil and staff	IL	Alphasmart word processors for pupils with specific reading difficulty. Specific training in word processing skills through Touch Type Programme. Laptops Seating in specialist rooms/toilets Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Coloured overlays with pupils with visual difficulty. Specially shaped pencils and pens/ pencil grips for pupils with grip difficulty. Adapted scissors as necessary. Staff trained as appropriate. Stools/steps and Chairs adapted as necessary. Hearing aids and FM microphones.	Specialist equipment as listed	In place & ongoing	Increased access to the Curriculum Needs of all learners met.
Provision of wheelchair accessible toilets with changing facilities	HT/IL/ Site Supervis or	Maintain a wheelchair accessible toilet available in welfare and girls toilets.. Lift accessibility to access all specialist areas.	Maintenance budget.	In place and ongoing	Physical accessibility of school increased
Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria

Fit grab rails where necessary to aid movement around school	HT/Site supervisor	Maintain grab rails around school site, including classrooms and other appropriate locations.	Cost of new grab rails as needed	In place and ongoing	Accessibility of school & play areas increased. Physically impaired pupils able to access all areas.
Improvements to help the visually impaired	HT/Site supervisor	External steps & manhole covers highlighted in yellow/non-slip paint. Visual strips on internal stairs.	Cost of decoration.	Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improve independent access within school	HT/Site supervisor	Ramps and lifts to ensure access to all parts of the building, including new build	Maintenance budget	Ongoing	Physical accessibility of school increased Disabled people have independent access to all parts of the school.
Improve signage to indicate access routes around school	HT/H&S officer?	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school Provide access plan of building in reception area	Cost of signs	Ongoing	Disabled/visually impaired people aware of (wheelchair) access to all parts of the school
Improve the quality of provision	IL/HT	Updates from building works Hearing impaired, provision of signers as required. Audit of needs for parents??	Cost of employing signers	Ongoing	The school experience enhanced for children and parents with specific special needs
Maintain Safe Access around exterior of school	HT/Site supervisor	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise. Re-surfacing of playground following building works	Cost included in ground's maintenance contract	Ongoing	Disabled people to move unhindered around the exterior of the building.
Improvements to help the people with hearing loss	IL	FM hearing microphone system used by staff and children to enable pupils to fully participate Training for staff.	N/A	Ongoing	Communication improved.

**Accessibility into boys toilets / New build – new ramp/accessibility to toilets to be included*

Reviewed annually – next review - Sept 2015