



Accessibility Plan 2014-2017 (To be read in conjunction with the SEN information report)

Introduction

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

Archbishop Runcie Church of England VA First School recognises its duty to:

- Not discriminate against disabled pupils and exclusions and provision of education and associated service
- Not to treat disabled pupils less-favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan.

Archbishop Runcie Church of England VA First School aims to:

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

This plan will be reviewed regularly and will be updated every three years. This plan compliments our SEN, Equal Opportunities, Administration of Medicines, Safeguarding and Child Protection policies.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

They have a long term physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

Archbishop Runcie Church of England VA First School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The three areas to be considered in the plan are:

1. **Improving education and related activities** – Archbishop Runcie Church of England VA First School will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the NHS Trusts.
2. **Improving the physical environment** - Archbishop Runcie Church of England VA First School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improving access, lighting, acoustic treatment and colour schemes as well as more accessible fixtures and fittings.
3. **Improving the provision of information** - Archbishop Runcie Church of England VA First School will make itself aware of local services, including those provided

through the Local Authority, for providing information in alternative formats when required or requested.

Contextual information

Archbishop Runcie Church of England VA First School is a highly inclusive school. It has a small building that is easy to navigate with grounds that are maintained to support children's physical and sensory needs. The building is at ground floor level and can be accessed through a number of ramps around the school.

The Early Years Foundation Stage is made up of two indoor classrooms, one outdoor classroom and a garden that is increasingly used for outdoor learning and supporting physical and sensory development. Toilets are accessible around the building and a disabled toilet is located between Key Stages 1 and 2 within the large cloakroom area.

The main school entrance can be accessed via a ramp. The door entrance system can be accessed by anyone in a wheelchair. On leaving the building, door activation buttons are situated at the height at which a wheelchair user could reach. Lighting has been installed in the car park to light the pathway during winter evenings.

Information about the school's disabled population

Over time the school has had a range of pupils with some kind of impairment. Some children have moderate and specific learning difficulties, visual impairment and social communication difficulties.

Home visits are undertaken for all children who are new to our school in Reception and for all Nursery admissions. For children who have additional needs the EYFS Leader/SENCo will contact the LA and health advisors for support and guidance.

Some staff hold current first aid qualification and can administer an epipen. When a child is admitted with a medical condition, relevant training is sought by the SENCo and a medical plan is put into place. These plans are drafted in partnership with parents or carers and health professionals.

As a small school all staff aim to know all of the children and their families. Transition meetings are held between teachers each year. A thorough system of reviews takes place for children with an SEN or disability.

How appropriate is the current provision?

Staff are highly aware that effective communication of the issues faced by disabled pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation and planning visits. CPD needs are addressed as they arise and are tailored to the needs of the staff and their knowledge.

Provision in an emergency

If a child has a specific need then an evacuation plan will be developed with a named adult(s) responsible for their evacuation in an emergency. There are regular evacuation practises.

Recent projects to improve the physical environment have included:

- Ramps added to classroom fire doors in Key Stages 1 and 2
- Lights have been installed in the car park
- Grounds have been improved to support outdoor play for all children including access to the wooded area for the main school and the garden for Early Years Foundation Stage.

Targets for 2014-17

Monitoring will be undertaken by the Premises Committee of the Governing Body with advice from key professionals.

Target	Strategies	Timescale	Success Criteria	Outcome and further action
To increase hard area outside of Nursery door, including a ramped access to the blue room	Consult with architect	By end of summer holiday 2014	There will be greater access to the garden space for children and adults using wheelchairs. Parents and children in wheel chairs will be able to access blue room from the grounds. Children will be able to use the area for outside learning.	The area was improved and is in use. A subsequent Big Lottery Fund bid has been applied for to further increase accessibility to high quality outdoor learning for all children and to support family learning. Jan 2016
To ensure child with VI continues to have access to physical environment and resources as advised by VI Team	Liaise with VI Team and take account of report from Ophthalmology Consultant.	Throughout the academic year 2014-15	Pupil with VI will continue to have access to high quality provision and make at least good if not better progress	Child successfully achieved targets and was successfully prepared for transition, July 2015
To ensure that all children that are admitted with a disability are included in the subject plans	Discuss the needs of the children with a disability in phase teams where appropriate and in transition meetings including relevant health and LA staff where appropriate	September 2014 onwards	The needs of all children are matched in lesson planning	Staff are flexible in their approach to matching teaching to needs. Provision is more flexible and fluid with all staff across phases in support. However, this continues to be a priority to develop. Jan 2016
To ensure that disabled pupils are able to access the school curriculum more easily	Information gathering at all key points of a child's education	September 2014 onwards	All staff will have the information they need to ensure disabled children have access to the curriculum	Staff are fully aware and understand the needs of the individual child. Ongoing target Jan 2016
To ensure all written communication is as clear as it can be for all groups of children/families	When appropriate: <ul style="list-style-type: none"> Alter font size, colour and layout Ensure newsletters are accessible to all families 	Ongoing	Children and families will receive information that is relevant and accessible.	Comments received by parents following a review of the plan have been implemented. Jan 2016

	<ul style="list-style-type: none"> • Audit school library regularly to ensure accessibility • Audit signage around school to ensure accessibility 			
Continue to encourage children with learning disabilities or physical disabilities to be representatives on the school council	Continue to encourage children with learning disabilities or physical disabilities to be representatives on the school council	Ongoing	Increasing the voice of vulnerable children as representatives	More children are willing to put themselves forward for election. Ongoing target Jan 2016
Develop a Working in Partnership Group	To develop effective partnership working to support children and families	July 2014 onwards	Outcomes for children are improved and there is timely action between partners and agencies.	Parents and carers responses have informed the development and review of school policy. Continuing target Jan 2016

Date	Reviewed/Updated	Staff involved
November 2015	Stakeholders consulted on progress	Staff and stakeholders
January 2016	Comments collated and document updated	B Armstrong