

Durdan's Park Primary School

Accessibility Plan

2017 – 2018



Introduction

At Durdan's Park Primary School we are committed to providing a fully accessible environment, which values pupils, parents and visitors regardless of their educational, physical, sensory, social, emotional, spiritual and cultural needs. We are committed to developing understanding and tolerance of disabilities within an inclusive environments.

Durdan's Park has been developing plans over a time period to increase the accessibility to the school. Durdan's Park Primary School is over forty years old and therefore has required much development over time. As time goes on this will be built upon and adapted as situations arise.

The accessibility plan addresses three key areas of access: **Curriculum** access for pupils, **written information** and the **physical environment** for pupils, parents, staff and visitors.

The accessibility plan should be read in conjunction with the following policies:

- Health and Safety
- Special Educational Needs
- Equalities
- Teaching and Learning
- School Improvement Plan
- Safeguarding and Child Protection

Complaints Procedure

If anyone has any concerns about accessibility experienced by themselves or a family member, they should in the first instance contact the Head Teacher, via the school office, following this the Governors. (Please see Durdan's Park Primary – Complaints Policy).

This plan will be reviewed annually.

Target	Strategy/Actions	Outcomes	Timeline	Personnel	Cost	Outcome
Physical Environment						
School accessible to pupils, staff, parents and visitors with visual impairments	Lines painted on steps. Different coloured walls, floor compared to furniture. Clutter free corridors and access points. Clear signage	All users with VI are able to access the school and its grounds.	All currently in place. As and when updating is required	T. Mohan Site Manager SBM	Unknown	Child currently in Year 6 is able to move freely around the building.
School accessible to pupils, staff, parents and visitors with hearing impairments.	Quiet working environment. Seating position conducive to hearing. Hearing loops installed in some classrooms.	All users with HI are able to access the school and its grounds.	All currently in place. As and when updating is required	Site Manager External provider	Unknown	The HI child is no longer a pupil at school. Hearing loops are still in place for the future.
School accessible to pupils, staff, parents and visitors with Physical Disabilities	Wheelchair access – ramps in several parts of school to enable access. Wide doorways at ramp access. Hand rails in classrooms where children have physical disabilities. Staff assigned to particular children to help with movement around school. Clutter free corridors. Clear fire procedures and personal evacuation plans for children with physical disabilities.	All users with physical disabilities are able to access the school and its grounds.	All currently in place. As and when updating is required	Site Manager External provider	£150 recently for new handrails in Reception	One child in Reception with Physical disability. Hand rails have been installed to ease entry into the classroom.
Pupils who have toileting needs can be adequately catered for.	Space of changing in Nursery. Disabled toilet in KS1 and KS2 to provide larger area. Disposal system of clinical waste. Gloves/Aprons Staff trained Provision of supplies from parents if needed.	Pupils who have toileting needs are able to attend and fully participate in the school	All currently in place. As and when updating is required	Site Manager External provider	Unknown	
School accessible to pupils with social communication/sensory needs.	Quiet working environment. Work station/seating position conducive to work. Clutter free environment.	All users with social communication needs are able to access the school and its parts.	All currently in place.	Site Manager External provider	Unknown	Year 6 child with Autism is able to access the school curriculum fully.

	Time out place to go to. Visual timetables		As and when updating is required			
School accessible to pupils with speech and language needs.	Quiet working environment. School employs a speech and language therapist. Active listening environment. Seating position conducive to work. Visual timetable/prompts.	All users with speech and language needs are able to access the school fully.	All currently in place. As and when updating is required	Site Manager External provider	Unknown	
Curriculum						
Target	Strategy/Actions	Outcomes	Timeline	Personnel	Cost	Outcome
Have access to reading materials, which is accessible to pupils.	Order reading books from RNIB for pupils with VI, with specific requirements in colours, font. Worksheets enlarged to an appropriate size to allow VI children to access.	Pupils with VI can read books at a suitable level and access class texts.	Regular ordering in line with curriculum	Teacher LSA Resources Officer	£100 - £150 PA	Year 6 child has access to books as children with non-VI.
Pupils with disabilities or difficulties (OT) can participate in PE.	Provision of PE equipment to support pupils. Pupils work 1:1 with LSA in lessons if required.	Pupils with VI/Physical needs can join PE lessons.	All currently in place. As and when required	Teacher LSA Resources Officer		Child in Reception has full access to PE lessons.
Pupils able to understand and follow lessons at their level.	Work scaffolded and structures with key ideas/prompts. Task broken down into small manageable chunks. CPD opportunities for staff.	Pupils with variety of needs are able to access content of lesson and achieve at their own level.	All currently in place. As and when required	Teacher LSA Resources Officer SENCO	Outside agency support costs	
Pupils develop independence with learning.	Tasks broken down (now/next, first, next then...) Practical/visual aids to support. Initial: modelling and support with explanation of task, refocusing. Active listening. Consider peer support CPD opportunities	Pupils develop some independence and take responsibility for their learning	All currently in place. As and when required	Teacher LSA Resources Officer	Outside agency support costs	
Pupil with disabilities and/or SEN (or other pupil groups) take part in wider curriculum.	Specific activities set up for children to participate in. Pupils from all groups are represented in clubs, music, competitions.	All pupils take part in the wider curriculum	All currently in place. Ongoing as and when required.	Club Leaders Wider Curriculum Leads	Use Sports Premium and other funding available.	

Wider Information						
Target	Strategy/Actions	Outcomes	Timeline	Personnel	Cost	Outcome
Pupils are able to effectively record their work.	Use of coloured books for recording of work, coloured paper, coloured whiteboards, IWB backgrounds and colours appropriate.	Pupils with VI, word level difficulties or other needs can record work effectively.	All currently in place. Ongoing as and when required.	KS Leaders SENCO	£200 min	
Pupils with disabilities or difficulties (OT) can record work effectively.	Use of laptops, tablets, and relevant software and touch typing programmes assist with the development of skills.	Pupils with physical needs/disabilities can record work effectively.	All currently in place. Ongoing as and when required.	Class teacher ICT Coordinator SENCO	Unknown as and when required	
Written information in school available in different forms if required so they are accessible to different groups.	Use of paper copy, website, email to communicate with parents / staff / visitors according to requirements. Use of different languages and support to give information to parents if required.	Parents and visitors are able to access written and verbal information provided by the school	All currently in place. Ongoing as and when required.	All staff	Parent Mail £1000 Website Ongoing Other costs as and when required.	