

Accessibility Plan



Introduction

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The Department for Education (DfE) has published advice on the Equality Act, which explains on page 29 that schools must have an accessibility plan 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
- Improving the availability of accessible information to disabled pupils

Current Accessibility Arrangements:

Admissions

The admission of a child with Special Educational Needs to the School will be conditional upon:

- (a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information
- (b) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs
- (c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision
- (d) Specific additional funding from LA, if required
- (e) Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
- (f) Acceptance by the parents'/guardians that some educational opportunities, which take place off-site may not be available. The above conditions will also apply, if a disability develops during the course of a child's education in Pillgwenlly Primary School.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
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Main building	<p>All classrooms have either flat or ramped entrance and exits.</p> <p>There is the provision of four disabled toilets (three down stairs and one upstairs)</p> <p>Corridors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles.</p>
Foundation Phase Classrooms	<p>Entrance to the classrooms are flat allowing for easy wheel chair access.</p> <p>Classroom entrances have flat floor entrances and wide doors with low handles.</p> <p>Fire Exits from classrooms are on the flat.</p>
Hall	<p>Main entrances are flat allowing for easy wheel chair access. Two fire doors to the outside area are all flat.</p> <p>Doors to the main hall are double and can both be open at the same time.</p> <p>Access to Kitchen Servery is clear and suitable for wheel chair bound pupils.</p>
Playground	Available for all pupils. Access is available without the need to use steps.
Enclosure Area	Available for all pupils.
Internal Garden	Garden can be accessed without using steps. A sensory garden area is being created.
Entrance Paths	All clear of steps allowing easy access for all pupils and parents.

Evacuation Procedures

The schools **Fire and Evacuation Policy** lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. The plan clearly states specific circumstances for individual pupils.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

The school has successfully supported pupils with a range of disabilities - hearing and sight impairment, communication challenges, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school and LA AENCo Policy.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The One Page Profile and the Individual Development Plan (IDP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate

access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's AENCO teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at Pillgwenlly Primary School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Development Plan or Care Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision. Pillgwenlly Primary is able to provide all communication in a variety of languages. Parents are also able to request any document read and explained to them.

Source materials for the policy:

The priorities of the plan have been identified using a number of sources including:

- PLASC returns
- End of Foundation/Key Stage results
- Pupil questionnaires
- Parent Consultations
- Multi-agency meetings
- Health and Safety Reports
- Pupils with statements annual reviews

This policy has been written to ensure that we identify and prevent discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove , barriers which could deny them the educational opportunities available to other children.

Other important policies are considered with this policy. They are:

- Equality Policy
- Health & Safety Policy
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy
- Good Behaviour Policy
- The Annual School Prospectus

Management of the Policy

- The Governors Finance Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.
- Progress of the Plan's Priorities will be reported: