



Accessibility Plan

Ownership	DCC
Created	
Approved by Governors	10th November 2016
To be reviewed	November 2018 (updated May 2017)

Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical or mental impairment** that has a **substantial and long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Stower Provost Community School.

1. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy and related SEN information report;*
- *policy for Supporting pupils at school with medical conditions;* and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

2. Our vision and aims

Stower Provost Community School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

3. Current good practice

Identification

Stower Provost Community School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Stower Provost Community School has improved access to the curriculum for disabled pupils through the following means:

- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;

Physical Environment

Stower Provost Community School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school hall entrances;
- installing a wheelchair accessible lift to the upper floor(s);
- dedicating a parking bay outside the main school entrance for pupils and families, and visitors with a disability;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.]

Information

Stower Provost Community School already makes written information more accessible to disabled pupils through:

- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;

4. Implementation

Our Accessibility Plan shows how access to Stower Provost Community School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Stower Provost Community School will work in partnership with Dorset County Council in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Stower Provost Community School's Accessibility Plan will be implemented by the Head Teacher. Sufficient resources will be allocated by Stower Provost Community School to implement this Accessibility Plan.

5. Monitoring

The Stower Provost Community School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governing Body.

The governing body, or proprietor will monitor Stower Provost Community School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Stower Provost Community School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Stower Provost Community School complaints procedure covers the Accessibility Plan.

Stower Provost Community School Accessibility Plan - 03/11/16 to 03/11/19 : Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	Headteacher	Ongoing	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum (Fire safety, health & safety, manual handling, Emergency first aid and Epipen training etc provided for all staff) Resulting in: Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	Headteacher	Ongoing	All out-of-school activities will be conducted in an inclusive environment with providers (e.g., Count Me in, Sure Start) that comply with all current and future legislative requirements. All activities out of school have risk assessments which are checked by lead teacher. Financial support offered to parents/carers, where appropriate Resulting in: Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Individual teachers review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Range of access equipment available to support all learning needs.	Headteacher	Ongoing	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Resulting in: More time available for pupils to participate in curriculum activities

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Chair of Governors	Ongoing	Whole school community aware of issues relating to Access(disseminated to FS&E committee) Resulting in: Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils'	Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly Ensure staff skills are matched to pupil needs. Training access to match CPD where appropriate.	Headteacher	Ongoing	Pupils needs are appropriately met through effective deployment of skilled support staff Resulting in: All pupils are supported to achieve their full potential

Stower Provost Community School Accessibility Plan - 03/11/16 to 03/11/19: Improving the physical access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
<p>The outside areas of the school require improvement, specifically:</p> <ol style="list-style-type: none"> 1. Pedestrian access 2. Car parking 3. Paving 4. External lighting 5. Delivery Vehicles / kitchen area 	<ol style="list-style-type: none"> 1. Monitor footpaths and areas used by parents from dropping off and collecting children 2. Review levels, gradients, cambers and gullies in proximity to all pathways 3. Ensure lighting to Car Park and Accessibility Bays is operational, adequate, and whilst considering pollution and other local issues 4. Link with H&S work to ensure safe and appropriate pedestrian access to delivery area..Disabled parking area could double up and signage of this? 	<p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>£95</p>	<p>The entrance to the school is welcoming and safe to all, TA outside on duty at drop off and collection.</p> <p>Health & Safety inspection and planned work when needed.</p> <p>Light installed on corner of school building, manual switch.</p> <p>Continued reviewing of car park area to ensure safe access to pupils, parents, delivery vehicles and the disabled.</p>
<p>The internal areas of the school require improvement to ensure that pupils with physical difficulties can access the school environment.</p> <p>Specifically:</p> <p>Removal of any trip hazards</p>	<p>Remove obstacles from corridor floors</p> <p>Remove obstacles around signed emergency routes</p>	<p>Headteacher</p>	<p>Ongoing</p>	<p>£150</p>	<p>Frequent H & S visits by relevant governor.</p> <p>New rug for classroom and entrance/exit to playground</p>

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Observe fire exit routes Increase signage as necessary	Monitoring the fire drills by Headteacher. H & S representative to check signage during audit.	Headteacher H & S Rep	Termly Summer/ Autumn 2017	Nil	Successful exit of pupils/adults during fire drill Signage adequate as a result of audit

Stower Provost Community School Accessibility Plan - 03/11/16 to 03/11/19: Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>Make available school brochures, school newsletters and other information for parents in alternative formats</p>	<p>Review all current school publications and promote the availability in different formats for those that require it</p>	<p>Headteacher</p>	<p>As and when required</p>	<p>Delivery of school information to parents and the local community improved</p>

