

KING'S STANLEY C OF E PRIMARY SCHOOL



ACCESSIBILITY PLAN 2017-2020

King's Stanley C of E Primary School – Accessibility Plan 2017 – 2020

Introduction

The school recognises its duty under the Equality Act 2010:

- Not to treat disabled people less favourably
- To take reasonable steps to avoid putting disabled people at a substantial disadvantage
- No to discriminate against disabled pupils through admissions or exclusions and provision of education and associated services
- To publish an Accessibility Plan

The 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 and endorses 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.

Purpose of the Plan

This plan shows how King's Stanley C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

There have been significant alterations to the school premises since the new build in 2010 including a car park that has 2 disabled parking bays which parents who hold a 'blue badge' have been granted permission to park in at school 'drop off' and 'pick up' times. The main school building is accessible via ramped areas and the Community area toilet has a changing area and shower.

Years 3, 4, 5 and 6 are on lower and first floor levels and are accessible via a passenger lift. Pupils are not allowed to travel in the lift without adult supervision.

Methodology

The Accessibility Plan has been compiled by the Head Teacher, Deputy Head, Premises Governor and Assistant Site Manager. The plan has been considered by existing parents in our community of children with disabilities and adults associated with the school who have a disability.

Key Objectives

- To increase access for disabled pupils to the school curriculum (this includes teaching and learning) and the wider curriculum of the school such as participation in after-school clubs and school trips/visits)
- To make the school more accessible to disabled pupils, staff and parents, including those affected on a short-term basis – for example, if the use of crutches or a wheelchair is required for a fixed period.

Plan Availability

The school will post the Accessibility Plan on the school's website.

Review and Evaluation

The Accessibility Plan is valid for 3 years 2017-2020 and it is reviewed annually.

Access to the physical environment

Target/Issue	Action Required	Timescale	Resources and Responsibility	Outcome
To ensure that any works completed on the premises reflects the needs of disabled users	Ensure Equality Act 2010 compliance throughout the premises	Ongoing where changes are being made on site.	Head Teacher Senior Leadership Team Site Manager Premises Committee	All changes to the premises reflect the needs of disabled users.
To be aware of the access needs of disabled children, staff, governors and parents/carers	<p>Sharron Cook to produce Risk Assessments and Personal Evacuation Plans (PEEPS) for individual disabled pupils, staff or visitors</p> <p>To ensure parents, staff, visitors and governors can access key areas of the school e.g. those used for meetings, ask for feedback with regards to any problems with access to any areas of the school – ask for feedback from parents of children with disabilities and from parents with</p>	As required	Head Teacher Site Manager Premises Committee	Individual plans will be in place for any disabled pupils and all necessary persons will be made aware of pupil's needs. Parents/staff/visitors/governors will continue to have full access to all areas of the school, using the lift where necessary. Pupils are not permitted to travel in the lift unless supervised by an adult.

	disabilities			
Possibility of shrubs obstructing pathways or interfering with wheelchair access	Site Manager to monitor regularly and ensure removal of obstructions to footpaths and play areas.	Annual check	Site Manager	Footpaths/gateways etc. are kept clear and there are no obstructions for disabled users.
Everyone has access to school via the main reception area – especially for access during the school day when the side gates are locked	None – no issue has arisen so far	Any difficulties will be seen by office staff and can be addressed	Head Teacher	Access available to all through the main reception doors
Not all disabled pupils can access Kingfishers before 7.45am	Investigate possibilities for ramp from Kingfishers gates into the clubroom.		Head Teacher Site Manager Premises Committee Bursar	Disabled users can still access the school via the main reception entrance and through the school to Kingfishers if there is another member of staff in the office area to let them in.

Access to the curriculum

Target/Issue	Action Required	Timescale	Resources and Responsibility	Outcome
Ensure all persons are fully aware of disability issues	Review staff training as necessary Look to ensure that our curriculum is as	Ongoing	SENCO Identified class teachers	Staff prepared and informed about how to best meet individual needs.

	'inclusive' as possible. Carefully differentiated tasks should be planned for lessons and homework			All children engaged and included in learning.