STAKEFORD PRIMARY SCHOOL

Tutum Iter Per Puerita – Safe Passage Through Childhood

Access Plan

2016 -2018

This Policy is a statement of the aims, principles and strategies for an Access Plan at Stakeford Primary School.
The Policy was developed January 2016 through a process of consultation with teaching staff. It was approved by the governing body in March 2016. A schedule for the review of this, and all other, policy documents is set out in the school's five year Plan of Whole School Development, this policy will now be reviewed annually.

This Plan reflects the requirement for an Access Plan under current equalities legislation. The duty under the Equality Act 2010 is that schools collect and publish equality information, and publish equalities objectives. This duty has existed since April 2012.However, guidance makes it very clear that schools continue to have a duty to produce an Access Plan which must be implemented. Schools' plans should reflect their intention to:

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

Access Plan for Stakeford Primary School from January 2016-2018

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. Our school's accessibility plans are 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, and

- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them. Our school's previous access plans were incorporated into a Disability Equality Scheme and build on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life. It is likely that every school has disabled pupils, staff members and service users.

Vision and values

Our School fully supports the vision of Northumberland Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Northumberland's Inclusion definition that says:

Northumberland County Council is committed to improving access for all disabled pupils and prospective pupils. We believe that all disabled pupils have a right not to be discriminated against in the provision of education and associated services in schools, and

in respect of admissions and exclusions. Wherever possible disabled pupils should have the same opportunities as their non-disabled peers in their access to education. The child/young person is at the heart of everything we do. For schools we will promote the strategy to improve access through our overall inclusion programme and through specific guidance and training for headteachers and senior leaders, and for governors.

We will promote the principle that inclusive schools provide for all pupils, through increasing access and removing barriers to learning.

Our School Vision

At Stakeford Primary School we believe that each individual child is special and deserves to be valued in a happy, secure and caring learning environment.

We aim to recognise all children's abilities and attributes, and support them in reaching their full potential, helping them to shine.

We aim to work closely together with parents, carers and families, for the benefit of all our children, in an open and friendly atmosphere.

We aim to deliver a stimulating and challenging curriculum which is meaningful to all our children and will encourage them to become self-motivated, independent learners.

We believe all our children should feel proud and important members of our school family and community, taking responsibility for themselves and their surroundings and showing consideration for each other .

We expect high standards of behaviour and encourage honesty, kindness and co-operation.

The nature of Stakeford Primary School's population:

- We have around 144 main stream pupils from Nursery to Year 6.
- There are 27 full and part time staff members.

The school environment

The school consists of the main building which contains all classrooms and a separate external school hall. Both buildings are single story and fully accessible.

Many pupils with quite complex medical needs are attending mainstream settings now and staff will receive training from Health professionals and volunteering to carry out procedures as and when this is required.

From time to time we have children with disabilities and have developed the school building accordingly:

- The accessible toilet in the main building was converted into a hygiene room including a large changing bed.
- A further accessible toilet and separate shower facility were included in the new school hall built in 2015.
- Ramps to all entrances to ensure wheel chair access.
- Internal doors have been widened to specific areas to facilitate wheelchair access.
- All doors are painted in a darker colour to ensure visually impaired children can see the openings
- We offer all policies and documentation in bigger text to parents who are visually impaired should they require it.
- An allocated parking space for the parents of disabled pupils is provided, as is ensuring that the space is not used inappropriately, or blocked by other vehicles. Access into school from the parking space is level with no obstacles.
- Schools have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment. We provide a range of learning support material for children to access the curriculum e.g pencil grips, scissors, coloured overlays etc. We provide specialised cutlery for children to use at lunch time.

Awareness of staff

All staff are aware of the needs of individual children and have regular training to support the needs of children in school, e.g. physiotherapist training for disable pupils. Work with healthcare workers to support toilet training etc. New staff will have an induction meeting about children's needs.

All children in school are included, disabled children are encouraged to take a full and active part in school life, e.g. sport's day, performing in concerts, educational visits etc. support is given to children who cannot attend school for medical reasons e.g. home tuition. Afterschool clubs are available for all children.

We have policies in place and a named person to administer medicines and care. We have a strong Anti-Bullying Policy to ensure all children feel safe and included.

All children with Special Needs or a disability will be offered a broad and balanced curriculum that is tailored to meet their needs e.g. speech therapy, PSHE, visual timetables, social stories etc.

Access to the curriculum

All areas of the curriculum are available to pupils regardless of their disability. If an activity cannot be made accessible or would be inappropriate then an alternative activity will be made available. Handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.

Depending on the impairments of disabled pupils, planning specific staff training improves access to the curriculum. Training is available from a number of sources.

Purchasing specialist equipment will increase access to the curriculum for disabled pupils. School has purchased adjustable desks and chairs, coloured overlays etc. Reviews of the participation of disabled pupils during lesson observations will inform future developments in inclusion. Planning to use tools such as the Index for Inclusion can help a school improve access and raise awareness. Access to school visits can be problematic for some disabled pupils. Reviews and investigating more accessible venues and transport providers will be valuable, as will better forward planning and a creative approach to staffing.

Access to written information

- We provide additional support for learners with reading difficulties.
- Raising awareness of font size and page layouts will support pupils with visual impairments.
- Auditing the school library to ensure the availability of large font and easy read texts will improve access.
- Auditing signage around the school to ensure that is accessible to all is regular.

Priority	Tasks	Timescale	Resources	Responsibility
Access to Curriculum Create effective learning environments for all utilising feedback from pupil groups.	Ongoing monitoring by leaders to ensure that a differentiated curriculum is offered for all learners, with specific differentiation/aids for specific needs (e.g. use of overlays and FM systems). Continue to develop work with professionals for training in specific needs, meeting new needs and revisiting for new staff.	Ongoing		SMT
Access to wider curriculum Increase participation in school activities.	To continue to monitor access for disabled pupils, making adjustments/identifying and dealing with risk, as needed. (including working with external providers e.g. transport and trainers)	Ongoing		SMT
Impact Analysis Ensure all policies consider the implications of Disability Access.	All key policies when reviewed should take into account how they need to be adapted with regard to implications for disabled pupils. Ensure all individual risk assessments are updated at least annually.	Ongoing		HT and Govs.
Premises Increase site access to meet diverse needs of pupils, staff, parents and community users.	Look into the relocation of disabled car parking to improve safety whilst exiting parked vehicles. All doors have unblocked vision panels. Ensure that all corridors are kept free of obstructions.	Jan 17 Regular Checks	Funding from DFC 2016-17 allocation	HT and Govs. HT to check regularly. Caretaker
Attitudes To promote positive attitudes to disability	Revisit staff training in working with children with specific behavioural disorders (ASD, ADHD, attachment, etc) for all staff, including support staff not working within the classroom.	April 16	Training Day	SENDCo.
Newsletters and Information Availability of documents in alternative formats.	Policies to include a footnote about larger print. Newsletters and documents produced to follow good print guidelines (see below). Ensure parents are aware via the newsletters and the school brochure that large type formats of any documentation can be made available.	On-going		HT and Govs.

Good Print Guide Lines.

Font size

Most fully sighted people can read 12 point font easily. Visually impaired people will need different sizes depending on their level and type of vision. It is not correct to assume that the larger the font the better – this is fine for some, but others, for example those with a small field of vision, might prefer a smaller font. If you are printing for individuals, it is best to ask them their preferred font size.Font size 14 is a good size to use to cover as many people as possible.

Font type

- Always use a plain, sans serif font such as Arial, Univers, Tahoma or Verdana. Or comic Sans.
- Letters should be evenly spaced.

Font style

- Never print anything using all capital letters. A mixture of upper- and lower-case letters, like on this page, is easier for everyone to read.
- Use bold weight for emphasis; avoid using italics as much as possible.
- Letters and words should be spaced conventionally.
- Leave extra spaces between lines of text and between paragraphs for greater clarity.

Alignment

Do not use right-justified text, as this can cause irregular spacing. Use left or central alignment only.

Colour

Use dark ink on light paper – black on pale yellow is particularly good for people who are troubled by glare. Alternatively, use light coloured text on a dark background – yellow on black or dark blue is best. Never use dark ink on dark paper or light ink on light paper.

Enlarging

It is possible to enlarge print using a photocopier, but this can result in a grainy image and oversized paper. Always print the correct font size directly from a laser or ink jet printer where possible.

Paper

- Choose paper with a matt finish where possible. Glossy paper produces glare that may cause reading difficulties.
- Thin paper should be avoided as print can show through from the other side.

Images

- Never print text over patterns, photographs or illustrations.
- Try to position any images so that they do not confuse the flow of the text.

Individual needs

Different people will have different needs – visually impaired people will have different levels and types of vision. Dyslexic people may also have different needs. If you are producing documents for individuals, it is usually best to ask what their preferred format is. After all, with modern word processing packages, it is easy to manipulate text and give everyone exactly what they want.