



**SOUTHMERE
PRIMARY ACADEMY**
BELIEVE ACHIEVE SUCCEED

Accessibility Plan

This Policy was developed in the Spring Term of 2013 by the Assistant Headteacher of Inclusion. It was ratified on 8th July 2013 by the Governors School Improvements Committee and will be reviewed in Autumn 2016 unless legislation relating to this precedes it.

The Accessibility Policy is part of the School Development Plan and relates to other policies including those for Inclusion and SEN. Other references can be found the Equal Opportunities Policies, Health and Safety Policy, Schools Admission Code, Schools Appeal Code, Co-ordinated Admissions Scheme, Fair Access Protocol, Fire Evacuation Plans and the Accessibility Action Plan.

Introduction

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Plan sets out the schools proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Current Accessibility Arrangements:

Admissions

The schools admissions policy is that set out by the Bradford Local Education Authority (LEA). The Admissions Team who work for Bradford LEA deal with the annual allocations to Reception and Year Seven, in-year applications and also the appeals procedure for both primary and secondary schools. The LEA works to the latest school admissions code and the latest school appeals code as set out by the Department for Education and has developed their own fair access protocol (FAP)

which ensures that access to education is secured quickly for children, especially the most vulnerable, who have no school place and ensures that all schools in an area admit their fair share of children who may present challenges to the school.

The FAP is only to be used in certain exceptional circumstances to ensure vulnerable children have access to education quickly and where the circumstances of the pupil, the preferred school, or both, mean that the pupil would not be admitted to the school through the normal admissions process. There is a balance to be struck between finding a place quickly, when the place might be in an undersubscribed school or one facing challenging circumstances, and finding a school place that might be more appropriate for the pupil.

(See documents entitled schools admission code; schools appeal code, co-ordinated admissions scheme and Fair access protocol for further information.)

Access to Buildings and Classrooms

All areas of the school are accessible by all children and their parents. These areas are detailed below. The school recognises that there are several areas of the schools buildings that could be altered for ease of access for disabled users and some areas that need changing to enable disabled users to be able to access them by the most direct route. These are continually monitored and would be altered in line with staff and pupil need.

Main entrances to the school

From Ewart Street

Drop down step required before main gates on the Ewart street entrance to enable easier access to the main path running up to the school building (see on going building works)

Entrance paths

All pathways are clear of steps allowing easy access for all pupils and parents and staff to the main school building, the new build phase 1, the qube and the community room.

School office and reception area

Entrance to the building via a ramp for easy wheel chair access, there are double doors leading into main school building which are wide enough for wheel chair users.

EYFS 1 and 2

The main entrance to EYFS 2 is via a ramp with handrail, EYFS 1 has a flat floor entrance for easy access.

Two of the fire exit points in EYFS2 have small drops but fall within DDA regulations, these are however not the main fire exit routes that the classes use. (See AAP)

Y1, 2, 3, and 6 classrooms

All of the classrooms have flat floor entrances and exit points. In case of a fire each class's shortest point of exit out of the building and to the fire assembly point is viable for all- except Y6. Currently for a wheel chair user they would have to exit via the main class entrance and follow the most direct route for Y1 Sycamore class (This class room is on the opposite side of the corridor to Y6). This is due to the fact that there is a series of three short steps leading out of the Y6 classroom onto the playground. (See on going building works)

Y5 Classroom

The Y5 classroom is on the second floor of the phase 1 new building there is a lift for wheel chair users to enable access with emergency call buttons on both levels next to the lift doors. There is a flat floor entrance on the classroom door.

Y4 Classroom – Based in the Cube

Children access the cube via a ramp from the phase 1 new building. (See map of the school for further detail). Once exiting the ramp access to the Y4 class room can be obtained via the doors facing the school field. In order to gain access to the second classroom, which is adjacent to the Y4 one a wheel chair user would have to do so via the link corridor between the two rooms. This is because access from the outside of the building to this classroom is via a series of steps. (See on going building works). The Y4 Fire assembly point is in the learning circle which is on the school field directly behind the cube. In order to gain access to this you currently need to walk down a series of small steps whilst there are no wheel chair users currently in Y4 the school recognises the need for this to be addressed.

Upper section of the school

Whilst inside the main school building there is a series of steps on the corridor which are adjacent to the learning mentor's office. This links the lower and upper part (including the phase 1 new building) together, a wheel chair lift has been installed to enable access for all students and adults.

Toilet facilities

In both the lower and upper parts of the school there are disabled toilets which are accessible to all, in the phase 1 new building there are disabled toilets on both floors. Within the toilets accessed by KS1 and two in both the boys and girls facilities there is one cubicle where the door opens outwards and there are handrails on either side of the cubicle for additional support. In EYFS 1 there is a disabled toilet for children and a separate one for staff.

Playground

Available for all pupils' access can be gained without the use of steps. Whilst there is a small step down from one level to the next this is in line with DDA regulations however if needed the school would take the appropriate measures required.

Field area

Accessible from the main playground via a ramp which the school recognise is steeper than DDA regulations. However if this is problematic an alternative entrance through a separate gate leading into the staff car park which is then linked through another gate onto the field can be accessed. Risk Assessments and Support Staff would be used to ensure safe movement through the car park.

Community room

Accessible to all via two alternative ramps or a set of steps leading onto the main ramp into the community room.

Main Hall

Main entrance to the hall is flat allowing for easy wheel chair access. One fire door has a ramp leading out to the staff car park and entrance on to Ewart Street. The other has a platform which then leads to the pathways where the qube, staff car park or entrance to the phase 1 new building can be accessed. (See map of the school for further details)

Additional fire exits

See on going building works

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. Such procedures will be discussed with the pupil and parents and will be set out in the pupils Provision map.

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.

As a Main Stream Primary School we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, 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's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

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 child's provision map 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 staged 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 improve 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 SENCO 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 Southmere 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 Provision map. 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 in consultation with the County's Advisory Services.

Why the plan has been written

It has been written to ensure that the school identifies and prevents 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.

Signed _____ **Head of Academy Date** _____

Signed _____ **Chair of Governors Date** _____