



## Accessibility Plan 2017–2020

At Little Bloxwich CE (VC) Primary school, we want all children to enjoy school, to be challenged and supported to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

### Purpose of Plan

This plan shows how Little Bloxwich CE (VC) Primary school intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day to-day activities.

### Areas of planning responsibilities

- Increasing 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, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

### Contextual Information

Little Bloxwich is a CLASP building and was built in 1972.

The school is a single level building with large grounds that are accessible via slopes.

## **Significant Negative Features**

- Corridor widths 40.5 inches.
- This means that it is not wide enough to allow a wheelchair to turn around.
- Adult wheel chair users could not access staffroom/toilet.
- Adult toilets are not big enough for wheelchair access.
- Small classrooms.

Due to the fact we are a CLASP building any re-building is very expensive and at present we do not have any children/parents/staff that have a severe disability needing to use a wheelchair.

## **Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities.

We have a one pupil and one member of staff with a hearing impairment.

## **Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Online learning modules if required	On-going and as required	SLT	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD  Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	SENCO/IT lead	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school	As required	PE coordinator	All to have access to PE and be able to excel

## Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils when required	As required	SENCO	Access plans in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and ongoing if required	Head teacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Head teacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Head teacher	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign /build/improvements made.	As required	Head/ Governors/ Caretaker/SBM	Buildings are more usable by all
Improve signage and external access for visually impaired people	Coloured mark on step edges	On going	Caretaker	Visually impaired people feel safe in school grounds

Ensure all disabled pupils can be safely evacuated	Put in place Emergency Evacuation Plan for all pupils/staff with difficulties as needed.  Develop a system to ensure all staff are aware of their responsibilities	As required  Each Sept	H & S competent person with SENCO.  Inclusion Manager	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all as needed	On-going and as required  Software may be required	ICT SENCO SLT	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired child as needed.	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers  SENCO	All children have access to the necessary equipment

### **Improving the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	<p>Provide information and letters in clear print in "simple" English</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired. (when needed)</p>	<p>During induction</p> <p>On-going</p> <p>Current</p>	<p>All staff</p> <p>School Office PSA's</p> <p>Office/ Website design team</p>	<p>All parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p>
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly reviews.	On-going	SENCO	Staff more aware of pupils preferred method of communications
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure Prospectus is available via the school website.	On-going	Office	All can access information about the school

Reviewed January 2017

To be reviewed January 2020