

# Honington CEVC Primary School

## Accessibility Plan 2016 - 2018

### Vision statement

At Honington School we are committed to providing a happy, healthy, caring, safe and purposeful environment, for all pupils based on our Christian foundation, within which:

- High standards of progress and attainment are fostered and pupils are able to achieve with enjoyment their academic, physical, emotional, social and spiritual potential.
- Pupils are valued and respected as individuals and as members of the community are learning to show consideration for others.
- Pupils develop lively, enquiring minds, acquiring knowledge and skills relevant to their present and future needs through a broad, balanced and relevant curriculum.
- Pupils learn to value the importance of a healthy lifestyle.
- Pupils develop respect for religious and moral values and an understanding of other people and their way of life.
- Pupils grow in their understanding of the world and their place within it, enabling them to make a positive contribution in their local and wider communities.
- A positive partnership with parents to support each pupil's needs and development is encouraged

The Equality Act 2010 defines disability as 'a physical or **mental impairment** that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and promoting a culture of tolerance and inclusion.

### Legal background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Our Accessibility Plan will be drawn up to cover a three year period and will be reviewed and updated yearly. The plan and the accompanying action plans set out how the governing body will improve equality of opportunity for disabled people.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which 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 the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Honington CEVC Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

### **Contextual Information**

The school is arranged in two separate buildings. The main building which houses yrs R to 4 was redesigned in 2003. It contains disabled toilet facilities and all rooms are accessible for those with disabilities. The most recent building was completed in September 2013. This building houses yr5 and 6. This building also has disabled toilet facilities and rooms accessible for those with disabilities. All classrooms have disabled wheelchair access inside the school building and emergency access is available throughout the school.

### **The Current Range of Disabilities within Honington CEVC Primary School**

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder and ADHD. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a several children who have asthma and all staff are aware of these children. Inhalers are kept in the office and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff, in the office and next to the central first aid point by the disabled toilet.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication.

### Aims and objectives

Honington CEVC Primary School Accessibility Plan 2016-2018 Targets	Strategies	Outcome	Timeframe	Achieved
<b>EQUALITY AND INCLUSION</b>				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually.	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going.	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.	
<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Pupils and Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going.	
<b>CURRICULUM</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going.	
To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo.	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
<b>WRITTEN/OTHER INFORMATION</b>				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Term	

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