



TRIMLEY ST. MARTIN

ACCESSIBILITY POLICY 2016-2019

Trimley St Martin Primary School

Revised November 2016

AIMS OF THE SCHOOL

Trimley St Martin Primary School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence and a deep sense of self-worth. To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual, moral, social and cultural development to support the ability to grow and flourish as human beings.
- c) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- d) Promote high standards of behavior based on mutual trust and respect, developing responsibility and fostering self-discipline.
- e) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- f) Ensure equal opportunities for all.
- g) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- h) Develop a sense of pride in belonging to Trimley St Martin Primary School.

To achieve these aims staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of:

- Discrimination law protects us from being treated less favourably because of certain characteristics. These are known as protected characteristics:
- Age

- Disability
- Sex
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or Belief
- Sexual Orientation

For further information please visit Suffolk County Council's website:

<http://www.suffolk.gov.uk/assets/suffolk.gov.uk/Your%20Council/Plans%20and%20Policies/Equality%20and%20Diversity/14764%20How%20we%20deliver%20EandI%20%20Paper%204.pdf>

Principles

In performing their duties, governors and staff will:

- Not treat disabled students less favorably for a reason related to their disability;
- Make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- Plan to increase access to education for disabled students.

Definition of Disability

Disability is defined by the Equality Act 2010 as:

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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified. These action Plans will be reviewed annually as part of the ongoing budget planning cycle.

Key Objective

At Trimley St Martin Primary School we endeavour to make reasonable adjustments to reduce and eliminate barriers that impair access to the curriculum, thus enabling everyone to participate in the life of the school community, including pupils, staff and visitors with a disability.

Our Aims

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, staff, parents and visitors in an appropriate format.

Audit of current practice and provision.

- Access ramps are outside YR Class, Y1/Y2 activity area, Y1/Y2 playground exit, Y5/6 exit, Y4 class.
- Dropped curb for access into school top of school car park.
- Dropped curb for access to swimming pool.
- Dropped curb for access to school playing field.
- Sound field system installed in school hall and in all KS2 classes.
- Oxford Dipper hoist located at the school swimming pool.
- Hoist and bed facilities.
- Directional decorating and flooring.
- Doorbell at disabled access door corridor leading to the hall.
- The school has an accessible toilet that is sufficiently large enough to accommodate a wheelchair.
- The school has an accessible shower that is sufficiently large enough to accommodate a wheelchair.
- The school has spaces that can create a learning environment that supports the effective delivery of specific training and provision e.g. Speech and Language Therapy as well as providing a quiet area to support the needs of pupils.
- There is a designated disabled parking space.

- Staff have undertaken Manual Handling Training, EYFS SENCO training, Handling People with SEN, Diabetic, Epi Pen, Paediatric First Aid, First Aid and Makaton training.
- All pupils' progress is monitored 3 times per year and more frequently for some SEN pupils with a complete annual review be completed for each pupil. The school use Send Inspire to track and support this monitoring.
- The school has electronic whiteboards, iPad's, laptops, tablets, touchscreen monitors, visualisers and specialised computer programmes supporting pupils with SEN.

Action Plan

Increasing the extent to which disabled pupils can participate in the school curriculum		
Action	Resources	Timescale
SENCO – Headteacher to attend regular LA Inclusion twilight meetings to keep abreast of new developments with regard to SEND.	Time Training CPD Budget	Ongoing as time allows
Teachers to be made aware of disabled / ASD children to undertake transition / IEP Review meetings in readiness for new academic year.	Staff meeting time	September 2016 – July 2017
Day trips and visits to be accessible to all unless medical advice contravenes this.	Risk Assessment training – CPD / Training budget	Ongoing
Reasonable adjustments to be made so that all new activities run by the school are inclusive of all.	Risk Assessment training – CPD / Training budget	Ongoing
Provide a range of friendly Dyslexia friendly books in the school.	Curriculum budget	From September 2016 – Ongoing
When reviewing curriculum budget provision (e.g. maths), consider specific schemes to support children.	Curriculum budget Training / CPD budget	From Spring 2017 – Ongoing
Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services		
Action	Resources	Timescale
Improve access and egress to school playing field through erecting a fence and gate from the swimming pool to hedgerow.	Capital budget	As fund allow
Improve floor surfaces ensuring that they are flush and not worn throughout school.	Capital budget	As funds allow
Erect a raised flower bed on school playing field.	Grant	Autumn Term 2016

Improving the delivery of information to disabled pupils, staff, parents and visitors in an appropriate format.		
Action	Resources	Timescale
Look into whether the school website has a facility to alter the background contrast to support those with VI.	Time Admin / Curriculum budget	To ask website / ICT provider December 2016
Consider providing non-white paper and use coloured overlays for pupils, parents and carers with visual dyslexia in letters home.	Curriculum budget	As required

This plan in paper form will be made available on request and will be accessible via the school website.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the relevant sub-committee.

We will endeavour to make every reasonable adjustment to ensure everyone can access all that Trimley St Martin Primary School has to offer.