

# **Red Row First School**

## **Accessibility Plan**



**Date Written:** September 2013  
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**Responsible Governor:** Ann Elliot  
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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 Accessibility 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 Red Row First School from September 2013**

#### **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 Single Equalities Scheme and build on those foundations. This accessibility 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**

Red Row First School is a happy, safe and welcoming place where pupils are at the centre of everything we do. Consistently outstanding teaching, supported by effective assessment, tracking and target setting, leads to all children making excellent progress regardless of their age, ability or background. Our pupils are expected and challenged to perform and behave to a high standard in every aspect of their school life and their achievements are celebrated. Parents play an integral part in supporting learning and fully support our vision.

Learning in our school is always fun; it has relevance to the community in which our pupils live whilst ensuring that they respect diversity of all types. The children play a key part in the design of our creative curriculum which has a strong focus on basic skills in literacy and numeracy whilst being broad and balanced. The curriculum is enhanced wherever possible with visits and visitors; a wide range of extra-curricular opportunities add to this. Resources, including the latest ICT, are effectively utilised.

Our children leave us as confident, emotionally intelligent and well-rounded individuals who have the ability to confidently apply the knowledge and skills they have learnt in real life situations. They understand the importance of assessing and taking risks and have the ability to keep themselves and others safe in everything they do. Pupils lead healthy lifestyles and understand the importance of doing so.

Everyone is proud to be a part of our school community and have high aspirations for themselves. The school is an integral part of the local community and routinely contributes to improving the lives of all within it. Equality for all is embedded in the life of the school.

Every member of the school community is committed to focused continuous improvement. Our staff are a strong, happy and well-motivated team. All feel supported, valued and are encouraged to take leading roles. A climate of openness and honesty strengthens relationships. They are supported by consistent systems and structures with clear lines of communication.

The vision of our pupils is simply to be 'the best school in the world'.

### **The School Environment**

The school consists of a main building on one floor, a separate older building housing the reception classroom, a mobile classroom for Y4 and a further mobile classroom used as a nurture room.. All classrooms, except Y4, are accessible. If needed the school has scope to alter which classes are taught in this classroom. Many physically disabled pupils are using powered wheelchairs which can be quite large, door frames in the main school are narrow and when alterations to the classrooms are planned in the door frames will be widened. Where classroom space is tight, adjustments may have to be made to classroom layout in order to facilitate access.

- 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

- We have a disabled toilet with wash basin opposite the school office. There is a small shower for children in the girl's toilet in Nursery.
- Ramps at all entrances to ensure wheel chair 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.
- Dropped kerbs are installed where necessary.

- 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 where necessary such as pencil grips, scissors 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 disabled 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. sports day, performing in concerts, educational visits etc. support is given to children who can not 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 and have also achieved Anti Bullying accreditation.

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, circle time, 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. Where necessary based on the individual needs of pupils we will purchase any specialist equipment in order for all children to access the curriculum.

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 a valuable exercise.

We liaise with parents and carers to information is clearly understood.

**This policy can be made available in large print if requested.**

### Accessibility Plan for Red Row First School from September 2015-2017

#### Buildings

	Area	Action to be taken	Time scales	Resources	Responsibility	Monitoring and evaluation
School Approach	Approaching the school	Improved signage and information about gate closures	Summer 2013		HT	Governors
External ramps	Ramps to all main school access doors	Yearly Check	Annually	Repaint railings when necessary	Caretaker HT	Governors.
Entrance	Remove intercom system to allow immediate access to foyer	Cover intercom and leave first main door on latch. Investigate door replacement.	Sept 2011  April 2015	TBA	Head teacher	Governors
Corridors	Check corridors on a regular basis for access	Access checked	On going	N/a	All staff- awareness raising.	
Doors	All doors have unblocked windows in to all areas. Add vision panels to all doors in admin area of school,	Nothing to be on the windows to block view	Check on regular basis  April 2014	N/a – awareness raising		Governor health and safety audit.

## Curriculum

Area	Action to be taken	Time scales	Resources	Responsibility	Monitoring and evaluation
Differentiated curriculum	<p>Ongoing development of teachers understanding of a differentiated curriculum for all children. New curriculum and assessment criteria being implemented.</p> <p>Implementation of new SEND Code of Practice 2014</p>	<p>Staff development ongoing</p> <p>Started Sept 2014 Completion during school Year 2015-16</p> <p>Started Sept 2014 Completion during school Year 2015-16</p>	<p>Staff meeting time Evidence trail by SENCo to see inclusion and an inclusive classroom.</p> <p>Staff meeting time</p> <p>SENCo management time Staff meeting time SENCo training</p>	<p>Head teacher, SENCO</p> <p>Head teacher, SENCO</p> <p>Head teacher, SENCO</p>	<p>SENCO and report to Governors</p> <p>HT &amp; SENCo report to GB</p> <p>HT &amp; SENCo report to GB</p>
Deaf awareness	As and when this is an issue in school teachers will have training to deal with this	On going	Staff development	Head teacher, SENCO	
Training to support disabled pupils	<p>As in the past all staff have ongoing training to need the needs of individual children.</p> <p>As children's needs are assessed training will be put in place to best meet the needs of individuals.</p>	As and when issues arise	Staff time and training needs analysis	SENCO	Head teacher
Specialist equipment	Seek and provide specialist equipment as and when it is required by an individual child	Whenever necessary		HT/SENCO	Governors Resource Committee
To recognise pupil diversity through lesson delivery and techniques	Awareness raising where appropriate through lessons and specific PSHE teaching.	Staff development	Staff time and PHSE coordinator time	Headteacher and PHSE coordinator.	Report to Governors in HT report
Training needs of all staff	Regular support for Teachers and teaching assistants on named conditions that children might have. Performance management	Autumn term	Performance management time Staff training sessions Planned over the year	HT and PHSE coordinator	Headteacher

	targets for TAs				
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### **Alternative Formats**

Area	Action to be taken	Time scales	Resources	Responsibility	Monitoring and evaluation
Alternative Formats	Ensure that all parents are aware through newsletters and website that large type formats of any school produced documentation can be made available. School can provide help with reading any documentation.	Add further information to website (Sept 2014)  Reminders in newsletters (ongoing)		HT	Governors
Policies to include foot note about larger print	As policies are reviewed a foot note to be added about larger print.	Begin from January 2015 policy updates		Coordinators and HT	Governors SPD Committee.
Good print guidelines	When appropriate we try to follow the good print guidelines. [see attached]	Already in place		Everyone who is providing information	Monitored by HT

## **Good Print Guidelines.**

### **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.