



INDIAN QUEENS COMMUNITY PRIMARY SCHOOL

Accessibility Plan 2017-2018

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010

- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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.

- All children have access to a personalised curriculum wherever required: staff are trained to meet a wide range of needs and have experience of adapting planning and resources according to need.
- Disabled children have access to all after school clubs and other extra-curricular learning opportunities, in consultation with parents. Staging for drama, class assemblies and school productions now includes a ramp to enable full disabled access.
- Flexible arrangements are put into place where possible to enable children with disabilities to attend educational visits and school camps.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Significant developments in recent years have brought full disabled access to the entire school site, inside and outside.
- There are 2 disabled toilets, one of which is also a wet room with shower.
- Ramps, wider doors and handrails have been installed. There is flat direct access from almost every classroom and automatic release doors in case of emergency evacuation.
- 2 disabled refuge areas with telephones have been created in the new Reception block which is situated above ground level.
- There is a wheelchair lift from the school reception to the main school corridor.
- Designated disabled parking spaces are situated immediately outside the main reception.

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, timetables, 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 time frame.

- All school documents can be made available as necessary in adapted formats.
- All signage around the school site has been installed according to guidance regarding visibility for those with a visual impairment.

- **Financial Planning and control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Staff awareness of key principles of the Equality Act 2010	Annual refresher – Equality Act	Leadership team	Annual - Sept	n/a	

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Enhanced wheelchair access to playing field	Seek options for improvement – difficult for wheelchairs to access slope when grass is long or wet.	School / LA	Long	2 years	

Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All children to be able to access teacher input and visual learning	'Visuals Awareness' training – key staff	S Roberts / Gaynor Davies	Short term	1 term	Scheduled for and completed in January 2018
	Makaton training for staff – need identified by arrival of new pupil, Jan 18	T Clarke / Karen Richardson	Medium term	asap	

Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
No outcomes identified- regular review					