

Accessibility Plan – Simonside Primary School September 2017

Introduction

This plan has been written to ensure that Simonside Primary School meets the necessary requirements for accessibility for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014. This plan should be read in conjunction with the SEN, Health and Safety, Medical and Medicines policies.

Simonside Primary School recognises its duty:

- 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.

Simonside Primary School aims to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.
 - Ensure school is accessible to disabled visitors.
 - Support disabled parents

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

“They have 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”.

Simonside Primary School:

provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

The three areas to be considered in the action plan are:

- a) Improving education and related activities: Simonside will seek and follow the advice of LA services, such as specialist teacher advisors and SEN advisors, social care professionals and of appropriate health professionals from the NHS Trust.
- b) Improving the physical environment: Simonside will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.
- c) Improving the provision of information: Simonside will make itself aware of the local services, including those provided through the LA, for providing information alternative formats when required or requested.

Contextual information:

Simonside Primary, is a highly inclusive school; it is a one storey building which is spread over a large area and contains 3 ramps and wide doors in the corridors and to the outside which ensures that it is accessible for wheelchairs throughout the indoor premises. It contains the Hearing Impaired Base for South Tyneside and, although the children spend the vast majority of their time in the mainstream classes, there are 2 rooms which have been modified to ensure a good acoustic environment for these children. Some children also have mild or specific learning difficulties and additional needs are identified at an early stage. The LA and health advisers are contacted for support and guidance. Staff are trained in the use of epipens, asthma inhalers and the administration of insulin and other medicines where necessary, and several members of staff hold current first aid qualifications. Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children with Education and Health Care plans and those in receipt of SEN support and for those who have disabilities. Where children have significant health problems, all appropriate adults are informed and care plans are drawn up.

How appropriate is the current provision?

Staff are highly aware by effective communication of the issues faced by disabled pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda. Should it be necessary, individual children with a disability would have their own personal evacuation plan where named adults are responsible for their evacuation in an emergency. We have regular evacuation practices for all children.

Recent projects to improve the physical environment have included:

- Improvements to lighting and heating throughout school
- Lowering of ceilings to allow for improved acoustics
- New fire doors and fire exits with ramps
- Resurfacing of yards to ensure reduction in tripping hazards
- New windows to reduce draughts
- New toilet areas for key stage 1

- New paved area at back of school

Planned improvements for 2017/18

- Ramps to be fitted at doors to KS1 and 2 yards
- KS 2 boys toilets to be refurbished
- New cookery room to be installed with facilities at correct height