



Tinsley Meadows Primary School Access Plan April 2015

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the DfES in July 2002. It is to be read and operated in conjunction with the school's Disability Equality Scheme and Accessibility Policy.

Definition of Disability

Disability is defined as follows by the Disability Discrimination Act 1995:

"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."

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in its 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

Tinsley Junior School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:

- 1. Increasing the extent to which disabled pupils can participate in the school's curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- 2. Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.
- 3. Improving the delivery of written information to disabled pupils.** This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils, e.g. larger print / Braille.

Consultation with pupils, parents and disabled people

The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of the school and its users (see Disability Duty).

Audit of existing provision

1. Curriculum

- Inclusive venues for residential visits have been identified.
- A range of intervention programmes are available to support children with learning difficulties and disabilities, based on the recommendations of external specialists and the skills and experience of teaching and support staff.
- All pupils are encouraged to take part in a range of physical activities, with modifications where needed.
- The school monitors all visits and clubs to maximise availability and participation to all pupils.
- Staffs are trained in the administration of emergency aid, with emergency medicines designed to deal with specific conditions and associated with specific disabilities being addressed by specifically identified staff under instruction from parents and medical experts.
- The school employs a Learning Mentor to support the emotional needs of all pupils both in school and during transition to other schools.

2. Physical Environment

- The upper school is set out over two levels with all but one year group based on the ground floor. All ground floor areas are fully wheelchair accessible. The first floor has two classrooms with shared area and toilets, this floor are not wheelchair accessible. As part of the schools accessibility plan, if and when a mobility impaired child reaches the age group based on the first floor, the school would ensure the child would remain on the ground floor by the substitution of relevant year groups, therefore continuing their education with no complications.
- The lower school is based on the ground floor only, with two additional ground floor buildings. All areas are fully wheelchair accessible and present no issues for people with disabilities.
- At the main entrance and around school additional signage has been added.
- There is an accessible toilet, hygiene facilities and changing bench for pupils with continence difficulties.
- There is a suitable table / benching system.
- Accessible parking spaces at the upper school are available directly in front of the school building.
- A hearing loop for community use has been added and can be used on request
- Carpeted areas have been added for improved acoustics.
- Ramps are available if required.
- PEEPs are in place for people with disabilities.
- The emergency evacuation system may not adequately meet the needs of all disabilities. Although should the school have any person that falls under this category, we are committed to designing a procedure specific to this person in order to ensure all visitors would be attended too correctly should we need to evacuate.
- There are no winching facilities.

3. Written Information

Advice is sought from external agencies when needed, for example those dealing with Ethnic Minorities, Speech & Language and Visual Impairment etc.

The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

Policies

Compliance with the DDA is consistent with the school's aim and equal opportunities policy, and the operation of the school's SEN/Inclusion Policy The Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, pupils and people with disabilities.
3. The plan will be kept under review and revised as necessary.
4. The plan will be published (e.g. on the school's VLE as an integral part of the School Development Plan) and is available on request, along with comment about progress.
5. The plan will be subject to monitoring by OFSTED during inspections.

Date of Plan June 2015

Date of Review June 2016

Member(s) of staff responsible – Headteacher

.....

Governor(s) responsible – SEN Governor

.....

Approved by the Governing Body on

The plan is available in the following formats, on request to

.....

- e-mail
- enlarged print version
- translation

ACTION PLAN: ACOMB SCHOOL ACCESS PLAN

Date Dec 13 – Dec 15

	TARGETS	STRATEGIES/ WHO RESPONSIBLE	OUTCOMES/ SUCCESS CRITERIA	TIMESCALE	GOALS ACHIEVED
Access to the physical environment	<p>1. To continue to improve the signage around school particularly in respect of visual/mobility impairment.</p> <p>2. Ensure that emergency evacuation procedures meet needs of disabled users of the premises.</p> <p>3. Continue to improve the environment in line with the most current regulations</p>	<p>JC to identify cost & suitability.</p> <p>JC to review in line with Fire / Evacuation duties.</p> <p>JC to identify cost & suitability.</p>	<p>Clear signage to meet range of disabilities.</p> <p>Emergency procedures meet range of needs within cost effective criteria.</p> <p>To aid all disabilities within cost effective criteria.</p>	<p>By December 2013.</p> <p>By December 2013</p> <p>By December 2013</p>	<p>Complete</p> <p>Complete additional procedures to be added if and when needed.</p> <p>Hearing loop and disability table added. Carpet added to area with acoustic problem.</p>
Access to the curriculum	<p>1. To monitor and develop the quality of inclusive practices throughout the school.</p>	<p>SENCo & Pupil Welfare Leader.</p>	<p>Achievement of SENCo qualifications. Gap is monitored and narrowed for those with disabilities.</p>	<p>On-going.</p>	
Access to information in alternative formats	<p>1. To ensure that necessary staff are trained in the use of alternative forms of communication, such as British Sign Language, and that materials are increasingly made available.</p>	<p>H/T, SENCo, Support Asst – all to link with appropriate external support services.</p>	<p>School meets the educational needs of individual pupils, with regard to the learning of anticipated life skills.</p>	<p>On-going from Jan 2011.</p>	