



# **Forest-of-Teesdale Primary School**



## **Accessibility Plan 2017-2020**

**Lead people responsible:** Ian Carroll Head teacher  
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Judith Tarn – Chair of Governors

**Plan formulated by:** Natalie Dalton – Acting Headteacher  
Judith Tarn – Chair of Governors

**Approved by the governing body on: May 22<sup>nd</sup> 2017**

**To be reviewed every three years, or as legislation requires it.**

**Date of next review: May 2020**

### **Vision statement**

**Forest-of-Teesdale Primary School's vision is to increase the accessibility to our school over time, for all stakeholders, including pupils, parents, governors, staff and members of the community. We aim where possible to take reasonable steps to ensure equality for all, regardless of any special need or disability.**

## **Purpose of the plan**

This plan identifies the current barriers to access for all in our school and the action required in order to improve the accessibility for all. It aims to increase access to the physical environment of the school and the curriculum and ensure equality with regards to the access of information.

The content of this document will be shared with the governing body, staff and all relevant stakeholders and reviewed annually, to ensure that members of the school community have an increased awareness of disability issues and the opportunity to receive the necessary training.

## **Links to other documentation**

This plan should be considered in conjunction with the following policies: Health and safety; medical needs policy; SEND policy; equality policy

## **Definition of Disability**

Section 6 of the Equality Act 2010 says that a person has a disability if the person:

- Has a physical or mental impairment, **and**
- The impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities

## **Legal Background**

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

This act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum, which includes teaching and learning and the wider curriculum of school, such as participation in school visits and after school clubs.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to all stakeholders, which includes providing information such as newsletters, timetables, worksheets in alternative formats.

Forest-of-Teesdale Primary School aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

## **Contextual Information**

All of the school building and the main playground is accessible to wheelchair users and those with limited mobility. The playground has a rubber surface and is accessed by a ramp. The only part of the school which is not accessible is the playing field, which is located to the front of the school adjacent to the multiuse playground. The barked area is surrounded by raised posts and there are two large steps down onto the sloped playing field.

## **The current range of disabilities within Forest-of-Teesdale Primary School**

Forest-of-Teesdale Primary School has had, over time, children with many disabilities and special education needs such as: ASD and Autism, Hearing Impairments and Sensory issues

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. We currently have a few children who have asthma and all staff are aware of this child. Inhalers are kept in the classrooms, clearly labelled on the cupboard door and a record of use is noted.

Although we currently don't have any children or staff with food allergies or intolerances, members of their family are, so we make it the responsibility of all members of the school community to be aware and act accordingly. All pupils are aware of the dangers of food allergies and intolerances and take responsibility for ensuring that their class mates/staff/family members are safe and will check food items before sharing.

All medical information is collated and available to staff. We have competent First Aiders who hold current First Aid certificates and these are reviewed regularly. We also have a member of staff who is 'First Aid at work' trained, so is sufficiently trained to treat adults within school.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded and counter signed by another member of staff.

## Forest-of-Teesdale Primary School Accessibility Plan 2017-2020

Targets	Strategies	Outcome	Timescale	Person Responsible
<b>EQUALITY &amp; INCLUSION</b>				
To ensure that the Accessibility Plan becomes an annual item at the governor meetings.	Clerk to governors to add to list for governor meetings.	Adherence to legislation	Annually	HT/clerk to governors
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	All staff and whole school community aware of issue	On-going Needs led	HT/SENCO
To ensure that all policies consider the implications of disability access.	Consider during review of policies	Policies reflect current legislation	On-going In partnership with special responsibilities Governor.	HT/SENCO Governing Body
<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access if required.  Liaise with DCC Property helpdesk and seek landlord's approval for any significant adaptations to the building that might be required to meet the needs of specific individuals	On-going  Termly meetings with H&S Governor would highlight any issues which needed to be addressed	HT/H&S Governor  Governing Body
<b>CURRICULUM</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCo to review the needs of children (Termly Progress Meeting) and provide training for staff as needed.	Staff ensure all children access the curriculum.	On-going	HT/All Staff
To ensure that all	Review of out of	All providers of	On-going	All Staff

children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	school provision to ensure compliance with legislation.	out-of- school education will comply with legislation to ensure that the needs of all children are met.		
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	To be reviewed termly by SENCO	HT/SENCO
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, use of a scribe, computer software etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually	HT/ Assessment co-ordinator/ All Staff

**WRITTEN/OTHER INFORMATION**

To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary. Available on website.	Written information will be provided in alternative formats as necessary.	As needed	HT/Office Manager
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress	Termly	HT