William MacGregor Accessibility Plan

Date reviewed: January 2017
Reviewed by: Pauline Constantine – Assistant SENCo/Home School Link worker
Next review: January 2020
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Our School Vision

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UNCRC
Article 3:   The best interests of the child must be a top priority in all actions concerning children.
Article 12:   Children and young people have the right to say what they think should happen, when adults are making decisions that affect them and to have their opinions taken into account.
Children and young people have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
Article 19
Governments should ensure that children and young people are properly cared for and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 23

Children and young people who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 28

Children and young people have a right to an education. Discipline in schools should respect children and young people's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children and young people to respect their parents and their own and other cultures.

Article 30

Children and young people have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31

All children and young people have a right to relax and play and to join in a wide range of activities.

Article 36

Children and young people should be protected from any activities that could harm their development.

1. This Accessibility Plan has been drawn up in consultation with the children, parents, staff and governors of the school.

2. We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. William MacGregor Primary School plans, over time, to increase the accessibility of provision for all children, staff and visitors to the school and any improvements to the school building will conform to regulations. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- Increase access to the **curriculum** for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children; (If a school fails to do this they are in breach of the DDA). 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. It also covers the provision of specialist **aids and equipment**, which may assist these children in accessing the curriculum.

- Improve the delivery of **written information** to children, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. Attached are Action Plans, relating to these key aspects of accessibility.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
- Single Equalities Policy
- Curriculum
- Health & Safety (including off-site safety) Policy
- SEN Policy
- SEN Information Report
- Attendance Policy
- Behaviour Policy
- School Improvement Plan
- School prospectus

William MacGregor Primary School Accessibility Plan

Improving the Physical Access at William MacGregor Primary School

An Access Audit was carried out by: <u>Suzie Norton and Pauline Constantine</u> in <u>January 2017</u> and a number of recommendations made:

BASIC ACCESS AUDIT FOR SCHOOLS

NAME OF SCHOOL: WILLIAM MACGREGOR PRIMARY SCHOOL
CONTACT PERSON: PAULINE CONSTANTINE

Please answer all the questions in this audit. 1= yes - completly, 2 = almost - working towards compliance 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans

DISABILITY AWARENESS / TRAINING	1	2	3	4	Comments
1. Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		x			Staff training needs have been audited for TAs and teachers and staff training will be given in the areas staff have indicated a need.
2. Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	x				When necessary staff training is arranged.
HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM?					
3. Do all staff seek to remove all barriers to learning and participation?	x				
4. Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress	x				
5. Are all children and young people encouraged to take part in music, drama and physical activities?	x				
6. Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	x				If necessary would cater for children with disabilities.
7. Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with	x				

	1	2	3	4	Comments
disabilities to be fully included in the curriculum?					
8. Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	x				
9. Do you provide access to appropriate technology for those with disabilities?	x				
10. Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	x				
HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR <u>ANYONE</u> WHO NEEDS IT?					
11. Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x				
12. Do you have the facilities such as ICT to produce written information in different formats?	x				
13. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	x				Parents need to be consulted regularly to ensure information is delivered to all without exception
14. Is furniture and equipment selected, adjusted and located appropriately?	x				We constantly review the provision for pupils whose needs change and provide accordingly
15 Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	x				
IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?					
GENERAL	**1**	**2**	**3**	**4**	**Comments**
16. Are pathways and routes logical and well signed? *(both internal & external)*	x				Need to establish if we need more external signage for partially sighted visitors.
17. Do you have emergency and evacuation procedures to alert ALL pupils?	x				
18. Is appropriate furniture & equipment provided to meet the needs of individual pupils?	x				

	Yes		No	N/A	Comments
19. Do furniture layouts allow easy movement for pupils with disabilities?		x			But some classrooms would be restrictive with size or room & large pupil numbers
20. Are quiet rooms/calming rooms available to children who need this facility?	x				Disabled access toilet, PPA room and Nurture rooms can be used.
GETTING TO THE BUILDING	**Yes**		**No**	**N/A**	**Comments**
21. Are car park spaces reserved for disabled people near the main entrance?	x				A disabled space has been allocated in the staff car park.
22. Are there any barriers to easy movement around the site and to the main entrance?			x		
23. Are steps needed for access to the main entrance?			x		
24. Do all those steps have a contrasting colour edging?	x				
25. If there are steps, is a ramp provided to access the main entrance?			x		However we do have a portable ramp available to access the library and other exit.
26. Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	x				
27. Is it possible for a wheelchair user to get through the principal door unaided?	x				
28. If no, is an alternative wheelchair accessible entrance provided?			x		Wheelchair users can come through Main entrance and KS2 playground.
INTERNAL FACILITIES	**Yes**		**No**	**N/A**	**Comments**
29. Do all internal doors allow a wheelchair user to get through unaided?			x		Doors in KS1 would not allow a wheelchair user to get through unaided.
30. Do all the corridors have a clear unobstructed width of 1.2m?	x				
VERTICAL MOVEMENT					
31 How many storeys in the school? *Tick appropriate box:* **a** *= single storey throughout* **b** *= single storey with some split level parts* **c** *= single storey with some 2/3 storey parts* **d** *= mainly 2 or 3 storey*	a	b	c x	d	
	Yes		**No**	**N/A**	**Comments**
32 If the school is on more than one level, do the internal steps/stairs have contrast colour			x		

edgings?					
33 Is there a continuous handrail on each internal stair flight and landing?	✗				
34 Does the school have a lift that can be used by wheelchair users?			✗		
35 Do you have any other sort of mechanical means provided to move between floors? If yes, please state			✗		
36. Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	✗				
SENSORY IMPAIRMENT	**1**	**2**	**3**	**4**	**Comments**
37. Are non-visual guides used to assist people to use the buildings?				✗	
38. Could any of the décor be confusing or disorientating for pupils with disabilities?				✗	
39. Is a hearing induction loop available (either fixed or portable) in the school?	**Yes** ✗		**No**	**N/A**	One child has a portable loop available.
40. Does the school have a "Soundfield" sound reinforcement system?			✗		We would look into this if necessary, however difficult with acoustics in Victorian building.
41. Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	No flashing lights – but would look into this if necessary.				