

Ewanrigg Junior School Access Plan

School Access Plans – guidance.

The SEN and Disability Act 2001 (SENDA) amended Part 4 of the Disability Discrimination Act 1995 (DDA). New duties were given to LEAs and schools in relation to those disabled pupils currently on roll and to prospective pupils.

All schools are required to produce a written Access Plan by April 2003 for an initial three year period.

The plan should detail the school's intentions to enable access for disabled pupils to three 'key areas':

- The buildings
- The curriculum
- Information

It is the governing body and headteacher's responsibility to produce the Access Plan. Details and progress on the Access Plan should be given at the *Governors Annual Report to Parents*.

The Access Plan will also be inspected and reported as part of the revised OFSTED Inspection Framework for schools.

The day to day management and operation of the Plan will vary from school to school. It may be the headteacher, the deputy headteacher, the SENCO or a small working party; whomever, the lead person(s) will need to be identified in the Plan.

The attached guidance and Access Plan framework is intended for use in any school. It is a general document and schools will want to adapt it to their particular need. It provides a structured approach to auditing existing access to the required areas of buildings, curriculum and information, prior to identifying barriers and setting targets for improvement over the short, medium and long term.

Whilst this Access Plan is a stand alone document, schools may wish to incorporate it into their school development plan in the future.

This guidance and Access Plan framework have been compiled from a number of documents which are listed in the reference section.

It should be regarded as a working document to be regularly updated and amended. For this purpose, your feedback and comments would be welcome.

Ewanrigg Junior School Access Plan

- ☐ In drawing up the Access Plan the following were consulted:
- full governing body
 - staff
 - school council

- ☐ It was approved by the governing body on March 2013

Signed:

Mrs S Birkett

Chair of Governors

Miss Y Craig

Headteacher

- ☐ Date of Access Plan: March 2013

- ☐ Date of Review March 2016

- ☐ Senior member of staff responsible for Access Plan: Yvonne Craig

Identifying Barriers to Access

Physical Access

This section has been adapted from **Accessible Schools: Planning to increase access to schools for disabled pupils DfES 2002**.

It is intended to assist schools in auditing existing provision and access.

It is not exhaustive but should encourage a flexible approach to questioning the accessibility of your school.

Buildings

Statement	Evidence	Action Required
<p>The layout of areas allows access for all pupils, such as</p> <p>Academic areas: eg, classrooms, hall, library</p> <p>Sporting Areas: eg, gym, outdoor sporting facilities</p> <p>Social areas: eg, dining hall, reception, common room</p> <p>Play areas: eg, playground, wet play area</p>	School accessible in all areas	
<p>Pupils who use wheelchairs can move freely around school.</p> <p>There are no barriers to access caused by doorways, stairs and steps</p>	School accessible	
<p>Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed.</p> <p>Showers are available and accessible.</p>	N/A but disabled toilet facilities are available.	Plan to install shower facilities when funding is available
<p>Pathways around school are safe and well signed.</p> <p>Parking arrangements are logical and safe</p>	In place	
Emergency and evacuation		

systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory		
Tactile signs, including lifts with tactile buttons help disabled learners to use the building		School would need to seek additional funding for specific disabilities if necessary
Signs are uncomplicated, and unambiguous.	All signs amended as per H S audit	
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy		Rolling painting program
All areas are well lit	Yes	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc	Yes	
Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc	Yes	Ongoing spending plan aimed at improving class room furniture

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Curriculum

Statement	Evidence	Action Required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Ongoing training plan Visits from external experts	
Classrooms are optimally organised for disabled pupils		
Lessons provide opportunities for all pupils to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	observations	
All pupils are encouraged to take part in music, drama, and physical activities	In place	
Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	In place	
All staff plan for additional time required by some disabled pupils to use equipment	ongoing	
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport	As required	

ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils		Audit
School visits, including foreign visits, are accessible to all pupils, regardless of attainment or impairment	In place	
All staff have high expectations for all pupils	Observations	

Access to Information

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Statement	Evidence	Action
Staff members are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.	N / A	Training would be provided as appropriate
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans Serif size 12 or larger on buff paper	Comic Sans 12	
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Yes - Barriers to learning meetings	
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc	Yes	