



'It's awesome at Ayresome'

AYRESOME PRIMARY SCHOOL

Accessibility Plan 2017

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Ayresome Primary School commissioned a full Accessibility Audit in December 2016 to ensure that we are in full accordance with The Equality Act 2010.

A full copy of the report is available on request.

1a Vision and Values.

Ayresome Primary school by nature of its mission statement, 'It's awesome at Ayresome' ensures that all pupils can achieve the best of their potential within a fully inclusive framework. Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school:

- Sets suitable learning challenges;
- Responds to pupils' diverse needs;
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Ayresome aims to identify and remove barriers to disabled pupils in every area of school life. We make all children feel welcome irrespective of race, colour, creed or impairment.

1B: Information from pupil data and school audit.

Ayresome caters for a mixed catchment of children within the local vicinity of the school. All children including those with physical impairment are taught within the mainstream classes.

There are 85 children currently identified on the Special Needs Register, they are grouped into two categories: SEND support and EHCP/Statement. Covering 4 broad areas of need, communication and interaction, cognition and learning, social emotional and mental health and sensory and physical needs

The Self Evaluation Form details the SEND register in full and is updated monthly.

Strengths of provision:

- School regularly reviews its practice and policy on Inclusion which is contained within the Anti-Bullying and Behavioural policy. This policy is due for review in **Autumn 2006.**
- We continually strive to increase the range and diversity of pupils admitted to the school and to raise standards of achievement for them all.
- No child has been refused entry or excluded from school by virtue of the need for disabled access.
- Policies for the administration of medicines ensure that an inclusive approach applies to all children.
- School uses provision mapping to identify the needs of all children within the school but particular attention is given to those on the SEND Register and identified as in Looked After Care or subject to Children's Services intervention.
- The view of pupils are sought for Annual and Termly Reviews.
- Progress for all children is carefully monitored. Those children who have Special Needs may be monitored using the P-levels to mark the rate of progress made. Sub-level progress is detailed for all children in the core subjects. This facilitates the LA in determining value added for those children identified on the SEND Register at SEND support or EHCP/Statement

Areas for development:

School is conscious of its two-storey building and its failure to have met the needs of all people in installing a lift for disabled access. This has been raised as part of Governing Body Meetings and is part of the long-term plan. This does need addressing. In order to remove barriers to learning the school has implemented the following procedures;

- Recognised that some classrooms, by virtue of their position at the top of the building could present difficulties for children with physical impairment. If such difficulties arose, cohort allocation to rooms could be rearranged to meet those needs.

1C: Consultation with all stakeholders.

Ayresome School is aware of the need to offer opportunities for consultation to inform practice particularly in light of the UN Convention on the Rights of the Child and in statute section 176 of the 2002 Education Act.

- Childrens' viewpoints are sought on the quality of provision made for them. School undertakes a timetable of Self Review. Provision is made for talking to pupils about their work. The SENDCos have dedicated leadership time to ascertain provision across the school for identified pupils.
- Parents are regularly canvassed about their viewpoints during consultation and review meetings. Informal and formal consultations ensure we provide the best quality education for their child.
- School works alongside the LA to identify priorities for accessibility as part of the Schools Access Initiative. Training needs of accessibility plan writing are addressed through Local Authority packages and specialist consultation.
- In conjunction with the local secondary and special schools we ensure that strong partnerships both supplements and supports the work carried out in school. All relevant stakeholders are consulted. We aim to use open ended questioning so as not to narrow the range of suggestions.
- A variety of consultation methods are used: written- a range of written formats including large print and recorded where necessary upon request face to face, by group or individuals; sufficient time

allocation facilitating all to attend and accessibility of venue, access to translation methods including translators, google translate and translator pens.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

2B: Improving the physical environment of the school.

- School has undergone major implementation of direct accessibility needs in the form of ramps throughout the school, internally and externally and is currently refurbishment of all areas including staircases.
- We are developing quiet areas in all team-shared areas and within all classrooms and a sensory garden for children to access during break and lunchtimes.
- Developments within the Foundation Stage include planned sensory areas.,
- The main school driveways are being modified to allow greater accessibility and safety for disabled access in 2005/6.
- More detailed specialist support for individual pupils modified writing boards and chairs, Teaching Assistant deployment to support with pupils who have multiple complex needs.
- Redecoration provision will include taking into account colour schemes to support pupils with visual impairments.
- Computing provision using Interactive Whiteboards ensures that school staff only use black and blue writing to counteract colour blindness and visual impairment.
- Photocopying enlarged texts, larger computer screens and specialist audio equipment is used by school to remove barrier to learning for visual and auditory impairments.
- Text is available as required on coloured paper to support access.

- As part of the revised accessibility plan 2017-20, school will be seeking the views of pupils with particular difficulties to ascertain their perception of the school environment. This 'learning walk' with the Senior Leadership Team will ensure we endeavour to meet their needs as fully as possible.
- External accessibility audits have taken place by the LA. Adaptation and advice are being incorporated into the plan.
- The Disability and Discrimination Act provision ensures that staff accessibility is at the forefront of planning needs. This is also relevant for our Extended School's Provision and Out of Hours Learning. Details of needs are included in the plan.

2C: Information for disabled pupils.

• *Key actions as part of the accessibility plan 2017-20 will facilitate improved provision for disabled pupils. Immediate needs for 2017 are:*

- Review of the marking and assessment policies
- Using more picture and symbol language
- Signposting for pupils and parents more clearly
- Ensuring that we use simple English in brochures for pupils, parents and the wider community.
- Using taped resources where necessary.
- Using date guides for dyslexic pupils.
- Access to apps to provide homework
- Improve office accessibility and parental consultation opportunities when sending letters home for attention of less literate parents.

3: Making it happen

3A: Management, coordination and implementation

The Headteacher and Senior Leadership Team will monitor the implementation of the plan in conjunction with the Site Supervisor acting on behalf of the aforementioned team.

3B: Getting hold of the school's plan; the plan is accessible to all members of the community through access to the website.

Short Term Priorities relating to Accessibility Audit undertaken in December 2016

Targetted Action	Responsible Person	Budget	Timescale	Success Criteria	Monitoring and Evaluation	Date Completed
A6 External Steps – access into buildings require paint contracting nosing to steps.	Site Supervisor	£25	Spring 1 2017	Visibility of nosing to steps is more visible to all users	AG/JH to monitor as part of Health and Safety termly audits	
B2 Entrance Lobby – suitable weather barrier matting required in entrance lobbies to minimise slipping	JH		Spring 1 2017	Slip hazards are reduced in entrance lobbies	SLT to monitor effectiveness of the matting	
B1 – Main entrance full glass panelled	JH/Site Supervisor	£50	Spring 1 2017	Doors are clearly visible to all persons	Doors are visible – AG/JH to monitor as	

doors – add manifestation to doors (850-100mm and 1400 – 1600mm) to aid visual detection of glass doors					part of Health and Safety termly audits	
C1 – Corridor and passageway signage – review signage to ensure it meets accessibility guidelines	JH/LFB		Spring 2017	Access around school is improved with clear signage to enable visitors	Feedback from visitors regarding ease of access around school. Ensure all key areas suitably signed.	
C1 – Access routes free from furniture obstructions	Site Supervisor	£100	Spring 2017	Access routes are clear and allow ease of access for wheel chair users as required	JH/AG monitor work completed	
E3 Classrooms – door replaced in	Site Supervisor	£945	Spring 2017		AG/JH to monitor as part of Health	

Chestnut classroom area					and Safety termly audits	
E7 EYFS Hall – provide handrails to support access to stage area	JH	£100	Summer 2017	Access to the staged area is improved for persons with reduced mobility	AG/JH to monitor as part of Health and Safety termly audits	
F1 – WC Facilities require adequate pictorial and written signage	Site Supervisor / JH	£300	Spring 2017	Toilets are easily identifiable for all children and staff	AG/JH to monitor as part of Health and Safety termly audits	
F2 – Accessible WC facilities Install grabrails to support access to toilet facilities and user friendly door handle	JH/Site Supervisor	£???	Summer 2017 – adult disabled toilet Spring 2020 – as of toilet refurbishment throughout school	Toilets are accessible for disabled persons	AG monitor installation. AG/JH to monitor as part of Health and Safety termly audits	
F2 – Fittings modified for	JH/Site supervisor	£100	Summer 2017	Mirror/Paper towels/toilet	AG/JH to monitor as	

disible access within WC				roll areeasily accessible for all users of	part of Health and Safety termly audits Monitor effectiveness of facilities	
G1 - Reception door requires attention so that it can be easily opened	Site Supervisor	£0	Spring 2017	Door is easily opened by adults for ease of access to the outdoor area	AG/JH to monitor as part of Health and Safety termly audits	
G2 – access to Evacuation chairs to support ease of access of upper levels of school for pupils with disability needs	JH/AG	£?????	Spring 2017	Pupils with physical disabilities caneasily access upper levels of the school and	Chair is installed/ available.	