Sheen Mount Primary School Accessibility Plan

September 2019 - 2022

1 DOCUMENT STATUS, ADOPTION SCHEDULE, REVIEW SCHEDULE AND PUBLICATION FORMAT

1.1 DOCUMENT STATUS

Department for Education (DfE) status[1]: statutory document

Adoption body: Accessibility Plans are approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the headteacher.

Sheen Mount Board of Governors have delegated this responsibility to the Headteacher.

1.2 ACCESSIBILITY PLAN - ADOPTION & REVIEW SCHEDULE

Accessibility Plans are to be drawn up/updated every three years.

Date current Plan: September 2019. Full review by: September 2022.

1.3 ACCESSIBILITY POLICY – ADOPTION AND REVIEW SCHEDULE

Accessibility Policies are to be reviewed and reported on annually.

Date latest review: September 2019. Next review: October 2020.

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[1] https://www.gov.uk/government/publications/statutory-policies-for-schools

1.4   PUBLICATION FORMAT

An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan. For instance, a school may wish to publish its accessibility plan within an equality and diversity policy. A school's accessibility policy should be available on a school's website.

Sheen Mount's Accessibility Policy is a free-standing document, which should be read in conjunction with the school's Equality and Diversity Policy and Special Educational Needs policy. All are available on the "Policies" page of the school website: http://www.sheenmount.richmond.sch.uk/policies

2   INTRODUCTION

Sheen Mount Primary school does not unlawfully discriminate against pupils because of – amongst others - their disability. This is in accordance with the **The Equality Act 2010²**, which came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). This Accessibility Plan was drawn up to ensure that the school is meeting its duties under the public sector equality duty (PSED). It should be seen in conjunction with the school's Equality Policy and Special Educational Needs Policy [3].

The schools' accessibility plan reflects its intentions in three areas to:

1. Increase the extent to which disabled pupils can participate in the **curriculum**
2. Improve the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
3. Improve the availability of accessible **information** to disabled pupils.

3   TARGET GROUPS

This policy sets out the school's plan to increase accessibility for people with disabilities. In this context, this plan is particularly aimed at:

- existing and prospective pupils, and
- existing and prospective adult members of the school community.

Disability is defined in section 6 Equality Act 2010 as: "a physical or mental **impairment** that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities".

The school identifies pupils with disabilities through its regular SEN audit and the needs of pupils are recognised through the provision planning process. Prospective staff members are asked about any accessibility or other adjustment needs as part of the recruitment process. We know of parent disabilities when we are informed of them.

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[2] http://www.legislation.gov.uk/ukpga/2010/15/contents
[3] http://www.sheenmount.richmond.sch.uk/policies

4   THE CURRICULUM

Staff members are very conscious of the need to ensure that disabled pupils are able to access the full curriculum, including extra-curricular activities, school visits and residential school journeys, visiting theatre groups, sports days, breakfast clubs, etc. Risk assessments and personal evacuation plans are made with the aim to ensure that all pupils are able to participate and that the necessary measures are in place that will allow their full participation while mitigating any related risks.

The school is constantly reviewing the curriculum to ensure that it meets the needs of the pupils for whom it is intended. Individual provision maps for children with accessibility issues clearly identify the needs, the provision, the staff members and external support services involved. The provision maps are drawn up by a multi-disciplinary group led by the inclusion leader and involving the class teacher, SEN advisory staff, feeder schools, parents and other professionals who work with the individual pupils.   The map is discussed informally on a regular basis and formally through multi-disciplinary meetings and Annual Reviews led by the Inclusion Manager. New tools are continuously considered that would aid access to the curriculum for pupils with particular needs.

5   PHYSICAL ENVIRONMENT

The school site is currently accessible for the majority of pupils, staff, governors and members of the community. Over the year the school has taken a large number of measures to improve the physical environment for people with disabilities.

The school is made up of an original building from the 1950s which was significantly modified over the years by way of a full two-floor extension. The original hall was also doubled in size. In 2015 an additional wing was built to house 6 additional classrooms and an SEN room. A separate block was constructed to house three Reception classrooms and a smaller hall space was attached to the existing hall. All changes were made respecting the building regulations with regard to accessibility, in particular Part M (Access to and Use of Buildings) of the Building Regulations (2004). These regulations mainly relate to the basic requirements for accessible entrances, doors, reception areas, corridors and passageways, for passenger lifts, wheelchair spaces and the provision of toilets and other sanitary facilities. There is a lift to the second floor and ramps to doorways. There are evacu-chairs fitted to the south wing staircases.

The more recent buildings also respect stricter rules on sound absorption. The ceiling in the original part of the hall was changed in the summer of 2017 with more sound-absorbing panels.

The only area of the school which is fully inaccessible for wheelchair users is the music room at on the second floor of the original building, which is only accessible by a staircase. Several assessments have been made as to how this room could be made more accessible but due to the physical configuration and location of the room no concrete solution is as yet available. In the meantime, the use of this room will be avoided for all individuals (and groups containing individuals) who would find it difficult to independently access the room.

The school reviews the accessibility of its premises every year as part of its facilities review. In addition, reviews are made throughout the year as new members of the school community join or their needs change. In particular during the summer term, as and when the school becomes aware

of the needs of any incoming pupils, the school makes an assessment as to whether any existing or incoming disabled pupils are, or would be, placed at a substantial disadvantage due to their disability. In this context, the school consider whether any reasonable adjustments can be made to overcome that disadvantage. This is done within a reasonable time frame and in such a way that it takes into account of the pupil's specific needs and, within reason and to the extent it contributes to accessibility, any preferences expressed by them or their parents.

6 INFORMATION PROVISION

The school adjusts the manner in which it provides its information depending on its audience and aims as much as possible to adapt it to the needs of the receiver. All information provided to adults is available in electronic format and upon request from the school office in printed format. The school website is available in high-visibility view and print-friendly view. The school's address, email address and telephone number are clearly visible so that additional information and support can be requested from the school office.

The school also adjusts its communication style with pupils according to their needs and a number of support staff are trained in Makaton to help them to communicate with children who have additional needs. In previous years acoustic solutions have been tested but the results were not satisfactory so their implementation was not pursued. Display boards for pupils are at eye height and all school staff, whether teaching staff, teaching support staff or school office staff are welcoming to all children requiring additional information. Class schedules are displayed in each classroom to help all pupils understand and follow the day's routine. Pupils with a proven needs have been issued with / granted the use of laptops and ipads to aid them in their communication as well as increase their access to the curriculum. New tools are continuously assessed for their ability to help communication with pupils with particular needs.

SHEEN MOUNT PRIMARY SCHOOL ACCESSIBILITY POLICY 2019/2020

1 THE CURRICULUM

PLANNED MEASURES

1.1.1 Full school training

For the purpose of equal access to the curriculum to be fully embedded in the school it is important for each staff member to understand what equality means and what the expectations of the school are regarding the reasonable adjustments that need to be made to ensure the school does not discriminate against any children with disabilities.

1.1.2 Strengthening of tailored curriculum provision using ad-hoc provision mapping software

To support the school's implementation of tailored interventions for pupils with disabilities, it has purchased ad-hoc provision mapping software to ensure that the interventions are carefully considered with the specific needs of the pupil in mind when they are set-up, properly actioned, tracked and evaluated for their effectiveness. The software will help the school improve all three stages in the provision of interventions to ensure the most enriching experience for the individual pupil.

2 THE PHYSICAL ENVIRONMENT

PLANNED MEASURES

2.1.1 Making the Swimming Pool Accessible

The school is planning to enclose its existing swimming pool so that it can be used all year round. The existing swimming pool, although uncovered, is not easily accessible for wheelchair users as the pool surround has quite a number of height variations and grassy areas. It is also difficult for wheelchair users to access the nearest facilities in the school buildings. The school aims to ensure that the planned swimming pool enclosure is not only easily accessible to wheelchair users but that moreover it contains wheelchair user friendly facilities and an accessible shower.

2.1.2 Solve for accessibility needs for disabled people who are not wheelchair users

It is widely recognised that current standards are very light on features for disabled people who are not wheelchair users. The school considers these needs on a general level within its facilities plan and whenever it makes any modification to its policies and physical infrastructure. In a school environment the additional needs that mainly need to be considered are people with sensory impairments (e.g. visual, hearing), people with learning disabilities, neuro-diverse people, people with restricted growth syndrome and people with dementia. Certain needs however only become clear as new users start using the facilities. The school will make a detailed assessment as and when a child or adult with particular needs shows interest in joining the school community to ensure that the person feels welcome and that their needs are met. Participation in the curriculum

3 ACCESS TO INFORMATION

PLANNED MEASURES

3.1.1 Extend the use of Makaton visuals

The school stated adopting Makaton several years ago and has several teachers and support staff who are Makaton trained. The focus in the 2019-2020 will be on extending the use of Makaton visuals as a way to further support those children with particular communication challenges.

3.1.2 Extend the use of Communicate In Print

Communicate In Print is a tool that facilitates the creation of visuals as and when required. The basic programme has been in use in the school for a while. In 2019-2020 the school aims to extend the use of the programme to the wider curriculum to not only help our children with special educational needs but also the significant number of pupils who have English as an additional language (EAL).

SHEEN MOUNT PRIMARY SCHOOL ACCESSIBILITY POLICY – OVERVIEW 2019/2020

What	Who	When	Resources Required	Training required	Success Criterion	Evaluation / Monitoring system
1. ACCESS TO THE CURRICULUM						
All-staff training on inclusion	Headteacher – delivered by Achieving for Children	Inset day September 2019	SPARK credits	N/A	All staff more aware of principles of inclusion and need to make reasonable adjustments to ensure nobody is discriminated against.	Training attendance records
Purchase and implementation of provision mapping software (Edukey)	Inclusion leader / School Business Manager	Purchase – Oct 19, Implementation - Autumn Term 2019 – Full use – Spring & Summer term 2020 – Review : end of summer term 2020.	Ca £2500 for software set-up, license and training for 1 year.	All-staff training in Edukey use to be provided by Inclusion Leader in Autumn Term	Greater transparency in interventions, greater ability to measure effeciveness, better tailoring / adjustment of interventions to pupil's individual needs.	Full evaluation of effectiveness new software in 2nd half of Summer Term 2020
Ensure the accessibility of all pupils is considered by teachers when making school trip	Teachers / Inclusion leader	October 2019	None	General equality and discrimination training – see above. Training	All trips arranged in 19/20 have made explicit pupils who	Monitored for completion and thoroughness by the school office trips coordinator.

risk assessments, by including a section on required reasonable adjustments				relevant the pupil's/ individual's need provided on ad-hoc basis.		Regular checks of assessments by inclusion leader.

2. PHYSICAL ENVIRONMENT

What?	Who?	When?	Resources required?	Training required?	Success measure	Evaluation / Monitoring system
Ensure that the planned swimming pool enclosure is accessible for wheelchair users.	Headteacher / SBM	June 2020	Ca.£5K	Builder knowledgeable in DDA requirements	Completed swimming pool enclosure is accessible for wheelchair users, with accessible toilet and showers	Requirements stated in build RFP and therefore integrated part of build progress review.
Ensure the school environment is accessible for people for all people with disabilities, including non-wheelchair users.	Inclusion leader / School Business Manager / Headteacher (esp where funding required)	As and when required	TBC	Ad-hoc training in particular need to be foreseen as and when required for relevant staff members.	Individual able to access the building, the curriculum and support services	Reviewed as part of facilities programme implementation review

3. Access to Information

What?	Who?	When?	Resources required?	Training required?	Success measure	Evaluation / Monitoring system

Use of Makaton visuals	Inclusion leader / targeted set of teaching support staff	Entire school year	None	Training provided in previous years, now focus on implementation. Possible training of new support staff if additional needs identified during course of the year	Easier and better communication with children with special educational needs (e.g. Downs syndrome)	Review as part of annual SEN support review both for individual children and overall.
Use of Communicate in Print for the broader curriculum	Inclusion leader / targeted set of teaching support staff	Purchase of additional bundles – Autumn Term. Use and application: entire school year	Ca £200		Easier and better communication with children with special educational needs, learning and language difficulties in particular as it relates to the teaching and learning of different parts of the curriculum.	Assessment as part of the individual pupil progress meetings of users at the end of the school year.