



Scarning VC Primary School

Disability Accessibility Plan February 2021

Review Date: February 2023

Disability Accessibility Plan Statement

Introduction

This plan/statement should be read in conjunction with the disability audit and the LA Guidance.

The Disability Discrimination Act 1995 (DDA) defines a disabled person as: someone who has a physical or mental impairment which has a substantial long term adverse effect on his or her ability to carry out normal day to day activities.

Admissions

The LA is the admissions authority. Under the LA Scarning VC Primary School will ensure that admission arrangements will not discriminate against a disabled person.

It is, however, the duty of the school to ensure that parents / carers are aware of potential difficulties that a disabled child may encounter in the school environment.

Education and Associated Services

1. The school will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers.
2. In considering what is reasonable the school will take account of
 - The need to maintain academic standards
 - School budget situation
 - The practicalities of making adjustment
 - Health and Safety factors
 - The interests of other pupils
3. All reasonable steps will be taken to ascertain disabilities of pupils. Consultation with parents / carers will determine strategies to support disabled pupils within school. Relevant information will be passed on to staff to ensure staff awareness.
4. Staff INSET on particular issues will be arranged as appropriate and as soon as is practicable to ensure staff awareness e.g: use of an epipen, asthma, epilepsy, hemiplegia.
5. No pupil will be discriminated against by excluding him / her because of their disability.

Making School Buildings More Accessible

1. It is possible to access all areas of the school. However due to the fact part of the building is old, having narrow doorways and some steps, some difficulties may be encountered. A disabled child/adult would be able to gain access to the main school building and outside classrooms.
2. The school has two disabled toilets; one in the new build and one in the old building.
3. All step edges are painted and door handles a different colour to the door.

Curriculum

Scarning VC Primary School is committed to ensuring equality of the curriculum access for all its pupils. This includes a commitment to

- a) An appropriately differentiated curriculum. Wherever possible a child would stay with their peers, but the school recognises that at times it is in the child's best interests to be taught out of their year group. Advice from other agencies would always be sought in these circumstances.
- b) Ensuring that SEND children are identified early and targeted effectively.
- c) Recognise "the whole child" in terms of the development of social skills and providing an environment that nurtures a child's personal and emotional well-being.
- d) Recognising that the learning environment must be appropriate for the needs of an Autistic Spectrum or Attention Deficit Disorder child. At times these children need a quiet, calm, neutral environment that can be at odds with a stimulating, colourful primary school. At such times these children may need to be taught in a separate area and this is possible if the school has pupil specific funding.
- e) Having a flexible approach to Induction in Reception and throughout the school, so that wherever possible, a disabled child can have an induction programme.

Hearing and Visually Impaired Pupils

1. The school is aware of suggested targets and strategies to address the needs of Visual and Hearing impaired pupils. In the event of the admission of pupils with these disabilities advice will be taken on strategies to be employed.
2. The school is committed to improving the acoustic conditions of all pupils.
 - a) All classrooms have a carpet area.
 - b) Blinds and curtains are placed where they are needed.
 - c) All refurbishments will take into consideration lighting, colour schemes and acoustics.

Rather than produce a medium and long term policies which, to a large extent are hypothetical, given that a school has no way of knowing the nature of future disabilities within the school, the school will respond to the needs of pupils on role as appropriate. The school will continue to liaise with Early Years settings / transfer schools so provisions and plans are in place for any child due to start at Scarning Primary.

Conclusion

This is a working document. The school continuously seeks to develop and improve its services to its pupils and the community.

Scarning VC Primary School Access Plan

Identifying Barriers to Access Audit Physical Access

Statement	Evidence	Action Required
<p>The layout of areas allows access for all pupils and staff, such as</p> <p>Academic areas: Classrooms, hall, library, group rooms</p> <p>Sporting areas: hall, outdoor sporting facilities</p> <p>Social areas: hall, reception, library</p> <p>Play areas: playgrounds, field and trim trail.</p>	<p>School accessible in all areas</p>	
<p>Pupils who use wheelchairs can move freely around the school.</p> <p>There are no barriers to access caused by doorways, stairs and steps.</p>	<p>School accessible-sometimes via ramps.</p>	
<p>Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed.</p>	<p>We have two disabled toilets which could accommodate a hoist and changing mat / bed if needed.</p>	
<p>Pathways around school are safe and well signed.</p>		<p>School would need to seek additional funding for specific disabilities if necessary to make edging of pathways visible (paint).</p>

<p>Emergency and Evacuation systems INFORM ALL pupils. Alarms are auditory / visual (flashing).</p>	<p>Alarms are auditory.</p> <p>Evacuation procedures are displayed.</p> <p>Fire drills are carried out.</p> <p>Children with additional needs which slows their ability to evacuate are assigned an adult to help procedures and ensure safety. Adults agreed and assigned in classroom set up.</p>	<p>Assigned adult to be recorded on the bottom of a child's PSP. Highlighted in yellow.</p>
<p>Tactile signs to help disabled learners to use the building</p>	<p>School would need to seek additional funding for specific disabilities if necessary to make signs tactile (braille). Seek advice and support from appropriate outside agencies: Sensory Support.</p>	
<p>Signs are uncomplicated and unambiguous.</p> <p>School decor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.</p>		<p>Painting and decorating programme. School would need to seek additional funding for specific disabilities if necessary to make reasonable adjustments: painting edges of steps, strips on chair legs, all door handles to be a contrast colour.</p>
<p>All areas are well lit.</p>	<p>Yes</p>	

Steps are taken to reduce background noise for hearing impaired pupils by considering room's acoustics, noisy equipment etc	Yes	
Furniture and equipment selected, adjusted and located appropriately, eg: low level sinks etc.	Yes	

Curriculum Areas

Statement	Evidence	Action Required
All teachers and TA's have the necessary training to teach and support pupils with a range of disabilities.	Yes	Ongoing professional development / programme identified by the needs of pupils and performance management meetings. Seek support from Sensory Support and nursing teams. As part of the Equalities Action Plan 2021 / 2022 we will be focusing on Diabetes, Epilepsy, Mental Health and Alzheimer's.
Classrooms are optimally organised for disabled pupils.	Yes- appropriate to the pupils in the class	Rolling programme of maintenance.
Lessons provide opportunities for all pupils to achieve, i.e: are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate.	Yes – lesson observations	

All pupils are encouraged to take part in drama, music and physical activities.	Yes- wide range of opportunities including lunchtime and after school clubs. (has been restricted this year due to Covid).	
Staff recognise and plan the additional time and effort needed by some disabled pupils, e.g: lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia.	Yes- lesson observations	
All staff plan for additional time required by some disabled pupils to use equipment.	Yes- as appropriate	
Disabled pupils who cannot participate in particular activities are given an alternative experience, e.g: some form of exercise in PE / sport.	Yes – planning shows this eg: additional swimming sessions.	
ICT equipment has been fitted with additional software / hardware to allow access for disabled pupils.	Ongoing (as needed) Also ATT referrals are made where necessary.	Continuously researching to keep up to date.
School visits, including residentials, are accessible to all pupils, regardless of attainment or impairment.	Yes	
All staff have high expectations for all pupils.	Yes – observations	
All staff strive to remove barriers to learning and participation.	Yes - observations	

Access to Information

Statement	Evidence	Action Required
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<p>Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg: positioning when talking to hearing impaired learner.</p>	<p>Yes- advice and training is sought and provided as appropriate to the individual need of each pupil.</p>	
<p>All written communication follows an agreed house style using an appropriate font and size, eg: Arial / Comic sans serif size 12 or larger.</p>	<p>Not at present</p>	<p>Needs to be established.</p>
<p>The school liaises with the 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 standard printed format.</p>		
<p>The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg: by reading aloud, using an overhead projector / Powerpoint presentations etc</p>	<p>yes</p>	

