Access Plan for Longworth Primary School 2017-20

The following groups were consulted in the process of drawing up the Access Plan:

- Governors
- Staff
- Parents (end of year consultation (School development plan, and at SEN reviews)

- Pupils – School Council/ KS2 SEN group

It was approved by the Governors on:

Signed:

_____ Chair of Governors

_____ Headteacher

Date of Access Plan: September 2017

Date of Review: September 2020

Senior Member of Staff Responsible: Louise Siddle

Linked policy documents and information sections in school prospectus and staff handbook e.g.:

- Curriculum/Teaching and Learning

- Assessment
- Admissions
- Equality and Diversity policy
- Behaviours for Learning
- SEN Policy
- PSHCE & Citizenship
- Health and Safety (including Risk Assessment)
- School Raising Achievement plan

Physical Access

Timescale	Target	Strategy	Outcome
Short term 2017-18 *The school has very good physical access to all routes and area. This has been a very important area of premises development and we are very confident that we have addressed all the issues:-* • *Ramps* • *Doorways* • *Cloakrooms* • *Disabled toilet* • *Taps and sinks* • *Décor* • *Pathway around school building* • *Outside shelters*			*There are no short term plans for physical access*
Medium term	*Target*	*Strategy*	*Outcome*
2017-18	*Improve car parking access for disabled*	*Buy and site signs for designated disabled space*	*All visitors will have access to and be directed to the designated disabled parking space* *Surface will be even and less prone to flooding.*
Long term	*Target*	*Strategy*	*Outcome*
	If there was an extension to the school it would be fully accessible.		

Curriculum Access

Timescale	Target	Strategy	Outcome
Short term			
2017-18	*To develop staff expertise in provision of resources to support learners with SEN/disability accessing curriculum, and provide CPD if necessary*	~~*Teaching assistants have opportunity to observe other providers including learners with SEN / disability.*~~	Resources and expertise on hand in event of admission of disabled pupil
Medium Term			
2017- 2018	*To develop staff expertise in a range of adjustments and specialist support services for range of disabilities*	*Audit training needs Investigate training available*	Although there are no disabled pupils who need specialist support at present, staff are knowledgeable about a range of specialist supports and adaptations
Long Term			

Access to Information

Timescale	Target	Strategy	Outcome
Short term			
2017-18	*The school has access to all specialist support services available*	*Review annually*	If there was a disabled pupil on roll, member of staff, or a parent/carer, who needed additional support and facilities, school would be able to access specialist services easily *The school meets its statutory requirements and parents have access to all the information they may need.*
Medium Term			
2018 -2019	*There are well trained staff, both teachers and TAs, so that as a school we have access to a range of 'experts'*	*Audit staff knowledge and skills, and plan CPD accordingly (ongoing)*	If there was a disabled pupil on roll, member of staff, or a parent/carer, who needed additional support and facilities,

			school would be able to develop specific support programmes
Long Term			

PHYSICAL ACCESS

APPENDIX A

Schools may find it helpful to check all aspects of the statements below.

Statement	Evidence	Action needed
The size and layout of areas allows access for all pupils including **Academic areas** e.g. classrooms, assembly hall, library	All doorways conform and all entrances are ramped Classrooms are accessible to all pupils	**None** **none**
Sporting areas e.g. gymnasium, outdoor sporting facilities	Outside facilities are accessible to all	**none**
Social facilities e.g. canteen, common rooms	N/A	**none**
Play areas Playgrounds	Recently resurfaced and re-marked	**none**
Pupils who use wheelchairs can move around the school	No pupils using wheelchairs at present – furniture would need to	**Flexible approach to furniture positions to enable disabled access if necessary.**

without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.	be moved if we had a wheelchair-bound pupil. Disabled pupils would have access to disabled toilet (designated adult at present) Showers are not available	**Hoist and changing bed to be placed in Alphabet Room (designated Medical / SEN room) if needed** **There is no space for showers**
Pathways of travel around the school site and parking arrangements are safe logical and well signed.	There is now a logically placed access path around the school. Signage is well placed. Car park (disabled space not signed but available)	**none** **Get disabled parking sign for designated space**

Emergency and evacuation systems inform and include all pupils and are accessible to **ALL** pupils, including pupils with SEN and disability. Risk assessments have been carried out. All pupils have been informed of alert systems. Alarms have visual and auditory components. Refuge areas are provided where needed.	Fire Evacuation Policy in place for site includes adult responsibility for clearing cloakrooms etc. Emergency lighting in all rooms. Evacuation drill records and risk assessments in place Fire Alarm ONLY auditory Refuge area is designated Outside Classroom	If there was a disabled pupil on roll or member of staff who needed additional support and facilities, school would adjust policy and provision accordingly
Non-visual guides are used to assist disabled people when using buildings. e.g. lifts with tactile buttons.	There are no non-visual guides in school	If there was a disabled pupil or member of staff with specific needs, school would adjust policy and provision accordingly
Décor and signage are not confusing or disorientating for pupils with visual impairment,	Décor and signage of school has taken this into account	**none**

autism or epilepsy.		
All areas to which pupils have access are well lit.	Lighting, and emergency lighting, in all areas	**none**
Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noisy equipment, provision of a sound field system, timetabling to provide reasonable adjustments to room provision.	Additional carpet has been provided in all classrooms, improving acoustics. In our small school timetable is always flexible and always adapting to suit pupil needs Where appropriate individual children have own quiet workspace, and access to quiet room (e.g. alphabet room)	**none**
Furniture and equipment are selected, adjusted and located appropriately: e.g. height adjustable tables available, low level sinks.	There is no specialist or adjustable furniture in school	If there was a disabled pupil or member of staff who needed help, school would adjust policy and provision accordingly

CURRICULUM ACCESS

APPENDIX B

These statements have been adapted from Accessible School DFES June 2002. They are not intended to be an exhaustive list but have been designed to encourage a flexible approach to enable further questioning of accessibility issues within schools.

Statement	Evidence	Action needed
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities.	All staff very well trained and regular briefing ensures knowledge of needs of individual pupils is shared Ongoing audit of training needs each year as part of performance management and depending on pupils needs	**none**
Classrooms are optimally organised for disabled pupils.	There are no disabled pupils	If there was a disabled pupil on roll who needed additional support and facilities, classroom would be organised

		appropriately
Lessons provide opportunities for all pupils to achieve.	Whole school ethos, motivating curriculum, open questioning, use of AfL Regular monitoring of planning and lessons by SENCO Pupil progress meetings and evaluation of provision every term.	
Lessons are responsive to pupil diversity.	Across the whole school equality and diversity are considered implicitly and explicitly at all times Opportunities for Social, moral cultural and spiritual development identified in Medium Term planning.	
Lessons involve work done by individuals, pairs, groups and the whole class.	Individual, paired, group and whole class work is a feature of every day and all subjects Monitored by SENCO	
All pupils are encouraged to take part in music, drama and physical activities.	There is an inclusive approach to all aspects of school evidence both in planning and allocation of TAs	
All staff recognise, and allow for, the mental effort expended by some disabled pupils e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils.	There is a very positive approach to all learners with differentiation coupled with high expectation. Adjustments are often made e.g. for slow writers: - scribing, writing dates and heading, use of ICT For pupils with ASD – work broken into 'chunks',etc.	
All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	Children are all taught at the stage they are at and allowances are always made for individual needs	If there was a disabled pupil on roll who needed additional support and facilities, school would adjust policy and provision accordingly

Disabled pupils who cannot engage in some activities are given appropriate experiences. e.g. modified sports on sports day for pupils with physical difficulties *and* their peers.	There is a whole school approach that is inclusive and through buddy and house systems the development of peer support is embedded in all we do.	If there was a disabled pupil on roll who needed additional support and facilities, school would adjust policy and provision accordingly

Teachers provide a variety of opportunities for pupils with SEN/AEN to provide outcomes in formats that are not always written.	The school curriculum actively develops a range of outcomes	
Access to computer technology is appropriate for students with disabilities.	School is well resourced with laptops, Ipads, and interactive teaching boards, and all SEN/AEN pupils have additional access to these.	
School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment. Guidance is available in 'Out and About in Oxfordshire' Risk Assessments are undertaken appropriately	The school has developed a very strong tradition in school visits and residential field trips, all of which are accessible to all children. By using OCC guidance and facilities including OEC there is expertise in this field. Risk Assessments are in place.	
All staff have high expectations of all pupils.	This is a school expectation and monitoring and data analysis reflect this	
All staff seek to remove all barriers to Learning and participation.	Behaviours for Learning Policy. All staff have worked through Inclusion Development Programme in ASD, dyslexia and behaviour. Training needs are regularly audited – performance management and according to pupil's needs	
Examination concessions such as the provision of extra time, rest time, or support from a communication support worker is recognised and in preparation for public examinations e.g. in mock examinations.	School actively seeks opportunities (amanuensis, readers) to support SATs. Extra time applied for if appropriate	

ACCESS TO INFORMATION

APPENDIX C

This has been adapted from:

Accessible Schools: Summary Guidance. DFES. June 2002.

Schools may find it useful to check their progress in meeting the statements below:

Statement	Evidence	Action needed.
The school liaises with LA support services to provide information in simple language, symbols, large print, on audiotape or in Braille and MOON for pupils and prospective pupils who may have difficulty with standard forms of printed information.	Not in place, since there has been no identified need for this service	If there was a disabled pupil on roll, or a parent/carer, who needed additional support and facilities, school would adjust policy and provision accordingly
The school liaises with LA support services to: • present information in an accessible format e.g. use of OHP, power point projection and photocopied resources; • provide written reinforcement of the spoken word, a synopsis / subtitles when video material is used; • modify language where appropriate.		If there was a disabled pupil on roll, or a parent/carer who needed additional support and facilities, school would adjust policy and provision accordingly

The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud overhead projections and describing diagrams, making use of lip speakers / interpreters / note-takers, use of soundfield system / induction loop when available.	It is recognised as good practice to give verbal explanations, reading materials and simple explanations in class for all pupils and in meetings with parents	If there was a disabled pupil on roll who needed additional support and facilities, school would adjust policy and provision accordingly and provide specialist equipment.
The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g. the Visual Impairment Support Service for Assistance with Braille.		If there was a disabled pupil on roll , or parent/carer, who needed additional support or facilities, school would adjust policy and provision accordingly and provide specialist support
Staff are familiar with technology and practices developed to assist people with disabilities.		If there was a disabled pupil on roll, or parent / carer any additional training needs for staff would be investigated…

SPECIALIST SUPPORT

APPENDIX D

Specialist support for pupils with a variety of disabilities is available and schools should always consult the appropriate service for detailed outreach support. Contact details in the new Inclusion Handbook (2009).

- Inclusion consultants
- Communication and Interaction service
- Educational Psychology Service
- Educational Social Work Service
- Early Years SEN Teachers
- Extended Schools and Services
- Governor Services
- Early Intervention Hub
- Medical Education Tuition Service/Hospital school
- Outreach from special schools
- Oxfordshire Children's Information Service
- SENDIASS
- Primary Child and Adolescent Mental health Service
- Pupil Referral Unit and Integration Service
- SEN/ICT Service for Curriculum Access
- Special Educational Needs Support Service
- Service for Pupils with Physical Disabilities and Down's Syndrome
- Children, Young People and Families Intranet
- Virtual School, Looked After Children

Further details as well as contact names and addresses are available in
- Section I 'Links to Services' of the LA 'Inclusion Handbook 2009.

`For advice on building costs: Area Building Surveyor from Mouchel Parkman if the school has bought into their service contract. Otherwise from an alternative appropriately qualified building professional. For advice on identifying and planning adaptations: Property and Assets Officers in the Directorate for Children, Young People and Families/County Access Officers.

Approval:

Approved by:	Signature:	Date:
Headteacher Neil Wilson		
Chair of Governors Stuart Warwick		