




<h1>The Accessibility Plan</h1>	
Governing Board with Responsibility	Resources Committee
Reviewed/Revised	Autumn 2018
Date of Next Review	Autumn 2019
Agreed by Governors	5 th December 2018 2014
Additional Notes	This policy should be reviewed annually.



Princess Frederica CE VA Primary School

Accessibility Plan 2018-2021

Purpose of the Plan

The purpose of this plan is to show how Princess Frederica CE VA Primary School intends, over time, to maintain and increase the accessibility of our school, for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'.

'Long term' means 'has lasted or is likely to last more than 12 months.'

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.



Legal background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEA`s against either current or prospective disabled pupils in their access to education. It is a requirement that the school`s accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and participation in school clubs or school visits).
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this might include making written information that is normally provided by schools to its pupils available to disabled pupils and parents).

Princess Frederica CE VA Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

Contextual Information

Princess Frederica CE VA Primary School is a 3 storey Victorian building with many steps and corridors. The main building is accessible on the ground floor to wheelchair users via a ramp at the main entrance and into the downstairs hall, other entrances are accessible via steps. A Disabled toilet is available on the ground floor. Main teaching areas on the middle and top floor are accessible by two sets of stairs and a lift, however small group rooms and some offices and meeting rooms are only accessible by steps. The playground is on one level and therefore accessible to wheelchair users, although the uneven grassy and muddy surfaces on the embankment may lead to restricted access. The area near the school pond may give restricted access unless accompanied by an adult.

At present we have no wheelchair dependent pupils, parents, staff or governors.



The Current Range of Disabilities within Princess Frederica CE VA Primary School

The school has children with a range of disabilities which include moderate and specific learning difficulties.

We have qualified First Aiders in school as well as Paediatric first aiders who hold current First Aid certificates. All medication is kept centrally – see Princess Frederica Primary School’s policy on administration of medicines.

Princess Frederica CE VA Primary School Accessibility Plan 2018-21

	Target	Strategy	Outcome	Timescale
Equality and Inclusion	To ensure that the Accessibility Plan becomes an annual agenda item at Full Governing Body Meetings.	Clerk to Governors to add to list for FGB meetings.	Adherence to legislation.	Annually
	To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Annually in the summer term.
	To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	Annually
Physical Environment	To be aware of the access needs of disabled children, staff, governors and parents/carers.	Annual reminder to parents/carers through the newsletter to let us know if they have problems with access to areas of school.	All key school events are accessible to parents/carers. Meeting rooms available on the ground floor. Children can access learning in school.	Annually.
	Ensure all disabled people	Ensure there is a personal	Everyone can be safely evacuated	Annually.



	can be safely evacuated	<p>emergency evacuation plan for all disabled pupils.</p> <p>Ensure all staff are aware of their responsibilities in evacuation</p> <p>If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps.</p> <p>Annual health and safety site inspections by governors.</p>	in the case of an emergency.	
	Maintain safe access for visually impaired people	<p>Check condition of yellow paint on step edges regularly.</p> <p>Check exterior lighting is working on a regular basis.</p> <p>Maintain pathways on embankment and rails in pond area.</p>	Visually impaired people can access all areas of the school and grounds.	<p>Annually in the autumn term.</p> <p>Annually.</p>
Curriculum and Learning	To continue to train teachers and support staff to enable them to meet the needs of children with a range of SEND.	SENCo to review the needs of children and provide training for staff as needed	LSA's are able to enable all children to access the curriculum.	Annually



	Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports as necessary	Disabled children and children with motor needs have access to PE.	Annually and as necessary.
	Ensure disabled children can take part in lunchtime and after school activities where possible.	Arrange clubs in main learning areas rather than mezzanine and small group rooms, where necessary.	Disabled children can access extra-curricular activities.	Annually and as necessary.
Written Communication	To ensure that parents who are unable to attend school, because of a disability have, to <u>alternative</u> access <u>to</u> parent's evenings.	Staff to hold parents evenings by phone or send home written information.	Parents are informed of children's progress.	Termly
	To ensure that all parents and other members of the school community can access information.	Written information will be provided in -an <u>an</u> -alternative formats as necessary. School office will support and help parents to access information and complete school forms. Multi-lingual access to web-site information. Website access for visually impaired.	Written information will be provided in alternative formats as necessary.	As needed As needed As needed