

# OLD PALACE PRIMARY SCHOOL

## ACCESSIBILITY PLAN

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is included the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The plan will be monitored by the headteacher and evaluated by the Governors' Curriculum Committee. The current Plan will be appended to this document.

The plan covers the following three areas:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

We firmly believe that every child who joins our school community will be welcomed and valued regardless of sex, race, belief or physical disability.

This accessibility plan takes account of the **main** types of disability encountered at Old Palace, with the caveat that each child with ASD, a physical disability and/ or a visual/ hearing impairment is individual and therefore may have specific needs. What is written in this plan will therefore be modified to meet their individual needs.

The following lists the current good practice either in place or that would be implemented should the need arise:

## **Curriculum**

1. Planning is carefully differentiated so that the curriculum can be accessed by children of all ages and abilities.
2. Teaching and learning opportunities are designed to meet the needs of different learning styles.
3. Support and advice is sought from appropriate outside agencies when necessary e.g. Service for Hearing and Visually Impaired, Learning Support Service, Speech Therapy, Phoenix Outreach Service, School Nurse, Educational Psychology Service. When appropriate this will include advice on the use of auxiliary aids.
4. An audit is taken in the Autumn term to ascertain whether the pupils sitting statutory tests require access arrangement. If modified test papers are required, orders will be placed as necessary.

### Children with Autistic Spectrum Disorder (ASD)

All staff will self-monitor the language that they use, as children who have autism will not necessarily interpret facial expression, tone of voice nor understand jokes, metaphors or idioms. Staff will aim to speak in a clear, direct, consistent way and give children with autism time to process what has been said to them.

Children who have limited language or who are non-verbal may use a Picture Exchange Communication System (PECS) to support them with communication, help them make choices and indicate their needs and wants.

Social stories are written for / with the individual child, explaining in very clear and simple way what will happen in situations where they may feel anxious and how they should cope with situations they find difficult.

There will be a clear routine to the child's school day. Where there are any changes, staff will indicate this on the child's visual timetable or through the use of a social story.

### Children with Sensory Needs (Visually or Hearing Impaired)

Seating arrangements will be carefully considered to ensure that these do not impede on learning.

The class teacher and school staff during assembly will wear a Radio Aid (depending on the individual child) to increase access for the child who is hearing impaired.

The class teacher will be mindful to not give important instructions or information during noisy periods, such as tidy up time.

Learning Resources will be modified, within the means available to the school, such as enlarging print, using a different coloured backing paper. This also includes the use of specialised apps on the school's IT Resources.

### Children with a Physical Disability

Children will use auxiliary aids (notebooks) or a scribe in lessons (based on individual need and / or following recommendations from the Local Authority IT Advisor.

Some children who may have a developmental co-ordination disorder may require the use a sloped board and pencil grips to aid their writing.

## **Physical Environment**

1. The ground floor level of the school has wheel chair access with able bodied support. This area includes the Reception & KS1 classes and the dining hall. Rooms on the upper levels, including the KS2 classrooms and main hall can only be reached by stairs. All stairways are fitted with handrails
2. Classes of children are placed within the building to take account of their age:
  - Reception children have easy access to small toilets and sinks, and have direct access to an outdoor play area.
  - Year 1 and 2 children have easy access to small toilets and sinks. Both Year 1 and 2 children have direct access to the playground.
  - Key stage 2 (KS2) children have their own toilets with appropriately sized toilets and sinks.
- 3 Furniture is appropriately sized for the age group of children within each classroom.
- 4 Personal Evacuation plans are in place for pupils with disabilities.

### Children with Autistic Spectrum Disorder (ASD)

An area in the classroom (workstation) will be allocated to provide the child with ASD a distraction free space. The area may be sectioned off using a screen on which a visual timetable will be displayed.

A child may be provided with ear protectors if hyper-sensitive to the noise of the classroom, assembly or lunch room.

### Children with Sensory Needs (Visually or Hearing Impaired)

Following changes to the classroom environment, the class teacher and LSA will explain and familiarise the child who has VI to the new layout.

Guided by the Teacher of the Deaf, the class teacher will act upon any recommendations such as: repositioning furniture to reduce noise reverberation

### Children with a Physical Disability

There is careful consideration of the layout of the classroom to ensure that entry and exit routes are accessible and the child can move around the classroom.

EYFS, KS1 and the dining hall are wheelchair accessible.

Our reception / office area is sited at the front of the building where there is a large doorway for wheelchair and pushchair access.

There are two accessible toilets, both include shower facilities and one also has a changing bed.

There is a car park with allocated bays for disabled visitors.

## Information

1. Information is given to all new parents/ carers during the face to face admissions interview. Our admissions form gives parents/ carers the opportunity to give details of medical, language and cultural needs.
2. Monthly whole school and year group half termly newsletters are distributed and published on the school website to give information about recent events and forthcoming dates. A screen in the foyer is regularly uploaded with information and photographs.
3. Children with Education Health Care (EHC) Plans / Statements contribute to an 'All About Me' profile which contains key information about themselves including their needs.
4. A meeting between parents and the child's class teacher takes place each term and parents are also provided with a written report on progress and attainment at the end of the academic year. Additional meetings are arranged on request.
5. When children are absent due to long-term medical conditions the Inclusion Co-ordinator liaises with the Attendance Welfare Advisor, school nursing team, Local Authority Disability Advisor and parents to plan and provide a support package. Information is gathered to put in place a plan to provide a smooth return to school following a long period of absence.
6. Discussions with children and their parents takes place to plan and make preparations for their transition to secondary school.
7. Parents have access to the Parent Advice Centre and the Local Offer:  
[http://www.towerhamlets.gov.uk/lqsl/51-100/53\\_family\\_services/parents\\_advice\\_centre.aspx](http://www.towerhamlets.gov.uk/lqsl/51-100/53_family_services/parents_advice_centre.aspx)  
[http://www.towerhamlets.gov.uk/lqnl/education\\_and\\_learning/local\\_offer.aspx](http://www.towerhamlets.gov.uk/lqnl/education_and_learning/local_offer.aspx)

### Children with Autistic Spectrum Disorder (ASD)

Parents of children who have an autism diagnosis and EHC Plan have access to the Phoenix Outreach Service for advice, support, parent workshops and parent support group:  
<http://www.phoenix.towerhamlets.sch.uk/thamlets/primary/phoenix/site/pages/outreach>

### Children with a Physical Disability

Pupils arriving at school by school transport be provided, pupils will be given an individual Communication Book to support communication between home and school. Information is written in this by the child's allocated LSA.

### Children with Sensory Needs (Visually or Hearing Impaired)

If necessary, key documents (which are sent home) such as the child's individual learning targets and homework will be provided in Braille.

The above serves as a checklist for all school staff to ensure that we are doing the best we can to meet the needs of children with disabilities and fulfilling our legal obligations under the Equality Act 2010.

## Accessibility Plan 2016-2019

The plan below is to show how Old Palace intends to further improve access over the next 3 years, anticipating the need to make reasonable adjustments to accommodate the needs of disabled pupils, staff and visitors, where practical.

The school will work in partnership with the local authority in developing and implementing this Accessibility Plan. The governing body is responsible for monitoring its implementation

The planned actions relate to the Access Audit. It may not be feasible to undertake all of the works during the life of the plan and therefore some items may roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new accessibility plan.

Target	Actions	Time-scale	Responsibility	Monitoring
<b>Curriculum</b>				
To ensure staff have the necessary expertise to feel confident in personalising the learning for pupils with disabilities.	New staff to be trained as they join the school. Existing good practice to be disseminated through LSA team.  Continue to audit training needs, providing specialist training, on a need to know basis to ensure staff have the necessary understanding to meet the needs of their pupils	On going	INCO	CPD Leader
To ensure that any potential barriers to learning are identified and addressed	Analyse termly data to ensure pupils are making good or better progress based on their starting points  Should this not be the case, seek specialist advice to enhance curriculum and to overcome any barriers the child may be facing.	Termly  On going	INCO	HT
To provide specialist equipment and new technologies to promote participation in learning.	Seek specialist advice on the use of auxiliary aids. When necessary request the loan of specialist equipment from Stephen Hawkins (such as adjustable furniture and a braille machine)  Keep up to date with developments in software, Apps and new technologies, purchasing/ loaning resources within the constraints of the annual Inclusion Budget.	On going	INCO	HT

<p>To ensure all children are able to access out of school activities such as after school clubs, trips &amp; residential trips</p>	<p>Survey attendance at after school clubs. Should this differ from the attendance of other pupils, explore the reasons for this and put in place actions to address</p> <p>As part of the trip booking process review the accessibility of any proposed venues. As part of the pre-visit carry out an assessment of the accessibility arrangements to ensure all pupils have access</p>	<p>Termly</p> <p>Termly</p>	<p>SBM</p> <p>AHTs</p>	<p>INC</p> <p>EVC Co-ordinator</p>
<p>To provide a Disabilities Awareness Week on a three yearly cycle to raise awareness across the whole school community.</p>	<p>Following the success of previous disability awareness weeks, continue to deliver this every three years to build upon the provision already contained with the curriculum</p> <p>As part of the week, include a parent workshop and invite parents to share the work completed by pupils.</p>	<p>Every 3 years</p>	<p>INCO</p>	<p>HT</p>
<p>To ensure all pupils have an enjoyable lunchtime</p>	<p>Review lunchtime playground resources to ensure all pupils have a range of activities in which they can participate</p> <p>Provide a safe indoor space at lunchtime for pupils who may find lunchtimes difficult and/ or need some time in quiet space</p>	<p>2017-18</p>	<p>INCO</p>	<p>HT</p>
<p><b>Physical</b></p>				
<p>To ensure that when building improvements are carried out these include improvements to the physical environment to improve accessibility</p>	<p>When works are planned to any area of the school, carry out an access audit on the area to ascertain if any improvements are required. Include these within the specification for the works to be carried out.</p> <ul style="list-style-type: none"> <li>• Possible improvements include: automatic doors to the entrance to the playground and office area</li> <li>• Colour contrast for door handles</li> <li>• Sound field system for the halls</li> <li>• Installation of lift to provide access to KS2 classrooms</li> </ul>	<p>On going</p>	<p>INCO &amp; SBM</p>	<p>HT</p>
<p>To provide a tranquil space where pupils who suffer from over stimulation can be accommodated until ready to return to class</p>	<p>Review the use of spaces on the ground floor to identify an area that could be converted. Seek specialist advice, to support with the design and specifications of the room</p> <p>Plan for this expenditure when setting the annual budget for the year in which the works will take place.</p>	<p>2017</p>	<p>HT</p>	<p>HT</p>

<b>Information</b>				
To provide information in alternative formats	Make full use of the services available through the LA and ensure that availability of alternative formats are publicised to parents and visitors	On going	INCO Parent Support Workers	HT
To ensure that alternative arrangements are in place for parents who find it difficult to attend the school site due to accessibility issues	Invite parents with access issues to make themselves known.  Liaise with these parents/ carers to discuss their needs and possible adjustments, for example holding the parent consultations over the telephone.	Start of each academic year  Admission interviews	Parent Support Workers	INCO
To ensure that the school website is fully accessible	As part of the design process for the new website, seek specialist advice on how to make this full accessible for users, such as choice of backgrounds and the option to have text read out.	Summer 2016	Computer Leader	HT