



School Accessibility Plan 2016-19

1. Schools' Planning Duty

- 1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:
- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
 - To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.
- 1.2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.
- 1.3. This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing board plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.
- 1.4. In accordance with the Act the plan focuses on three 'key areas':
- increasing the extent to which disabled pupils can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the

priorities identified for action along with how they are to be addressed within a given timeframe. A success criterion has been set so progress and outcomes can be measured.

1.6. The plan is to be reviewed and updated at least every three years.

2. Schools Aims

2.1. At Overleigh St Mary's CE Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that **Overleigh St Mary's CE Primary School aims:**

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils
 - i) with special educational needs
 - ii) and / or disabilities

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. As stated above, Overleigh St Mary's CE Primary School (Overleigh St Mary's) is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Overleigh St Mary's Special Educational Needs & Disabilities (SEND) Local Offer
- Overleigh St Mary's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, 'Return to Work'

This plan itself will also be used to advise and inform other school planning documents and policies.

2.4. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1. The school's commitment to inclusivity has already been recognised by Ofsted who stated in the school's last inspection that:

"Disabled pupils and those with special educational needs make at least good progress in their learning. This is because of the very effective additional support and guidance they are given by teachers and teaching assistants."

"Those pupils from minority ethnic groups and those learning to speak English as an additional language make progress at least as good as that of their classmates. This is due to the excellent support provided to meet their learning needs."

"Overall, there is little difference in the progress made between groups of pupils currently in the school. This clearly demonstrates the school's commitment to and success in tackling discrimination and promoting equality of opportunity for all pupils."

OFSTED Inspection Report July 2014

3.2. **Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum:**

Overleigh St Mary's CE Primary School has close working relationships with a number of partner nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Cheshire West and Chester (CWAC) SEN team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Early Years Advisory Team
- Advisory Teacher for Visual Impairment
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- CWAC SEN Team Advisory Teacher for SEN

- CAMHS
- GPs and community paediatricians
- School Health Team

The school's governors, teachers, teaching assistants and mid-day assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Visual impairment
- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders
- Physiotherapy
- Sensory Difficulties

Facilities and support currently on offer at the school include:

- Designated SEND intervention areas (outside the classrooms).
- Support for 1:1 or small-group work sessions / interventions.
- SENCO
- Advice, assessment and support from NHS Speech and Language Therapist service
- ELKLAN trained (SALT) teaching assistants
- SEAL group work (Social and Emotional Aspects of Learning)
- Makaton sign language - used as required in EYFS and beyond
- iPads / access technology
- Range of good quality literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Beat Dyslexia, Toe by Toe.
- 123 Magic Parenting Courses
- Access to ALL extra-curricular activities and clubs, school visits including residential; peripatetic instrumental tuition. (Appropriate risk assessments completed as required.)
- Advice and support from School Nurse Team
- Medical Room and Paediatric First Aiders
- Outdoor learning & Forest School activities.
- Use of diagnostic assessments, e.g. Blank Level, British Vocabulary Picture Scale (expressive language), York Assessment of Reading Comprehension (Reading), Neale Analysis of Reading (NARA).
- Transition arrangements, planning and support

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.3. Current Actions: improving access to the physical environment of the school

- 3.3.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.
- 3.3.2. There are no obvious parts of the school to which disabled pupils have limited or no access. An environmental audit is carried out by CWAC Sensory team on an approximately annual basis.
- 3.3.3. In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

4. Review and Implementation

- 4.1. The **Accessibility Plan** is reviewed annually by the Children's Committee of the school's Governing Board. In addition, it will be reviewed three yearly by the Disability Equality Scheme Working Party following consultation with the larger school community, parents and School Council.
- 4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.
- 4.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's plan for 2016-2019 is attached in Appendix 1.
- 4.4. **When reviewed**, the actions will be shaded as follows:
 - GREY for actions that are complete
 - ORANGE for actions that are to be carried over to the next actionplan
 - GREEN for actions that are complete but require ongoing activity

Appendix 1 Overleigh St Mary's CE Primary Accessibility Plan 2016-19

Key: HT = Head teacher; DT=Deputy Head; AHC= Assistant Head (Curriculum); SBM= School Business Manager; Senco

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria	Review December 2017	Achieved
Availability of written material in alternative formats	DH / HT	Staff aware of services available through 'The Big Word' translation service. Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents - display appropriate leaflets for parents to collect.	Contact details & cost of translation / adaptation	In place & ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents. SLT /SENCO and office staff aware of services available for presenting information in different formats, including Braille, enlarged print and interpreter. Info to be collated and shared with staff.		
Training for teachers on differentiating the curriculum and effective communication with parents	DH /HT/ SENCo	Staff training and meetings with parents of SEN pupils arranged	Training time TA time allocated	In place & ongoing	Increased access to the curriculum. Needs of all learners met. Parents fully informed.		

<p>Training for staff on increasing access to the curriculum for disabled pupils</p>	<p>SENCo/AHC</p>	<p>Staff training on signing / Makaton/Braille etc. On-going training on ASD/Asperger's Syndrome.</p>	<p>Training time TA time allocated</p>	<p>In place & ongoing</p>	<p>Increased access to the curriculum. Needs of all learners met.</p>		
<p>Appropriate use of specialised equipment to benefit individual pupils and staff</p>	<p>SENCo DH/HT</p>	<p>Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Electric changing / physiotherapy table fitted. Staff trained by HI specialist advisor on use and maintenance of hearing aids.</p>	<p>Specialist equipment as listed</p>	<p>In place & ongoing</p>	<p>Increased access to the Curriculum Needs of all learners met. Range of specialist equipment and resources in place for pupils with physical needs. Advice from OT embedded in inclusive classroom practice.</p>		

Appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments	SENCo SBM / HT	Follow advice on contrasting colours & re-decorate as necessary. To review and update following discussions with VI adviser and parents and pupils. Posts covered in protective cubes.	Cost of re-decoration. Build into maintenance budget.	In place & ongoing	Physical accessibility of school increased. Steps and handrails safer for pupils/adults with visual impairment. Areas maintained on a		
Provision of wheelchair accessible toilets with changing facilities	SBM / HT	Maintain a wheelchair accessible toilet (in all parts of school) with an electronic changing table available centrally.	Build into maintenance budget	In place and ongoing	Physical accessibility of school increased Wheelchair accessible toilet and changing facilities available.		
Fit grab rails where necessary to aid movement around school	SBM / HT/ SENCo	Maintain grab rails around school site, including classrooms and other appropriate locations. To review and update following discussions with adviser.	Cost of new grab rails as needed.	In place and ongoing	Accessibility of school & play areas increased. Physically impaired pupils able to access all areas. All areas regularly reviewed.	Grab rails in place around the whole school site.	

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria	Review December 2017	Achieved
Improvements to help the visually impaired	SBM / HT/ SENCo	<p>External steps, uneven places & manhole covers highlighted in yellow / non-slip paint. Drainpipes to be highlighted as rec. by VI specialist.</p> <p>White highlighter tape fitted to all stairs. Braille signs on doors / equipment</p>	<p>Cost of decoration</p> <p>Cost of any future Braille adaptations</p>	On-going	<p>Hazards highlighted to increase safety for visually impaired people.</p> <p>All areas monitored and maintained.</p>		

Access into school and reception to be fully compliant	SBM / HT	Designated disabled parking. Lifts fitted where necessary and regularly maintained. Clear route through school for disabled people, allowing access to all areas.		Complete and ongoing	Physical accessibility of school increased Main entrances and buildings to be fully accessible.		
Improve independent access within school	SBM / HT	Ramps to ensure access to all parts of the building.		Complete and ongoing	Physical accessibility of school maintained. Disabled people have independent access to all parts of the school.		
Improve signage to indicate access routes around school	SBM / HT	Signs indicate disabled parking bays and wheelchair friendly routes around school. Provide access plan of building in reception area.	Cost of signs	Ongoing	Disabled people aware of wheelchair access to all parts of the school		

Improve educational experiences for visually impaired pupils	SBM / HT/ SENCo	Ensure blinds in all classes are effective. Develop sensory garden.	Maintenance costs	Ongoing	Teaching aids, white boards etc, more easily seen & learning experiences of pupils enhanced.		
Improve the quality of provision for children with specific special needs.	SENCo / SBM / HT	Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs.	Enquiries to be made - estimate £1,000.	Autumn Term 2016 & ongoing	The school experience enhanced for children with specific special needs.		

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria	Review December 2017	Achieved
Maintain Safe Access around exterior of school	SBM/ HT	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in grounds' maintenance contract	Ongoing	Disabled people to move unhindered along exterior pathways		
Provide specialist play equipment as recommended by Outside Agency Professionals	SENCo HT	Enable disabled pupils to enjoy play which would usually be inaccessible to them (if necessary for disabled pupils).	Cost of equipment recommended (as yet N/A)	Future - TBC	Disabled pupils using play equipment		
Improvements to help the people with hearing loss	SBM HT	Hearing loop fitted in main reception and Hall	Cost of hearing loop (supply, to install and train)	Future - TBC	Communication improved.		

Access to the Curriculum

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Develop inclusive, quality first teaching	All teaching staff	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs. Subject leaders' knowledge & advice to be accessed by staff to ensure full accessibility across the curriculum at all levels including greater depth. Set up and maintain register of Gifted and Talented children.	Staff meetings Faculty Meetings Monitoring time. Electronic resources for Literacy to be further developed in future years.	June 2017	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons. Register of G&T children in place and maintained.
Develop as an 'autism friendly' school	SENCo	Staff trained in support for ASD/Asperger's. TA to attend each TA Cluster meeting and feed back to staff. SENCo to offer support and advice as Lead ASD Professional and also liaise with Autism Team as necessary.		Ongoing from September 2016	Increased access to the curriculum for pupils with autism. ASD training completed and disseminated to staff by Senco and TAs. Autism audit demonstrates that classroom practice is adapted to meet the needs of children with autism. Awareness of ASD indicators raised with staff & understanding of role of ASD Pathway in diagnosis.
Appropriate use of specialised equipment to benefit individual pupils & staff.	SENCo	Reasonable Adjustments in the Classroom Checklist to be shared with all staff (attached as Appendix 2). Commit to provide appropriate ICT resources to meet pupil need	Specialist equipment	In place & ongoing In place & ongoing	Increased access to the Curriculum Needs of all learners met.
Provide specialist play equipment as recommended by Outside Agency Professionals.	SENCo / Class Teachers	Enable disabled pupils to enjoy play which would usually be inaccessible to them. Raise awareness of importance of access to play equipment with all staff.	Specialist equipment & TA support.	Ongoing	Disabled pupils have active, inclusive playtimes - 'wet play' and outside play - with peers.

Parental and pupil feedback	SENCo	Consultation with parents of pupils with SEND. Collect Pupil Voice regarding these matters.		July 2017	Feedback used to inform future priorities and school improvement.
Access to the Physical					
Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Improvements to aid those with a visual impairment	Site-maintenance Officer	Maintenance of external steps, uneven surfaces & manhole covers highlighted in yellow / non-slip paint. Drainpipes highlighted at point where pipe curves to meet grid, near ground / paths.	Buildings budget	Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained
Improvements to aid access those with an impairment.	SBM	Braille signs on doors / equipment, where appropriate	Cost of Braille adaptations Buildings budget	Ongoing	More independent access and wayfaring for pupils, staff or visitors with an impairment or disability.

Improve signage to indicate access routes around school	SBM SENCO	Signs indicate disabled parking bays and wheelchair friendly routes around school. Provide access plan of building in reception area for visitors to school	Cost of signs, where needed	July 2016	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school.
Improve the quality of provision for children with specific emotional needs	SENCO HT	Increase number of tranquil spaces within school for pupils with additional needs	Building budget and SEN budget	October 2017	All pupils who need access to a tranquil space or Safe Space due to emotional needs have a designated space.
Appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments	SBM SENCO	Follow advice on contrasting colours & re-decorate as necessary.	Cost of re-decoration Build into maintenance budget	Ongoing	Physical accessibility of school increased. Steps and handrails safer for pupils/adults with visual impairment. Areas maintained on a regular basis.
Handrails and grab rails fitted as necessary.	Site-maintenance Officer	Maintain grab rails around school site, including classrooms and other appropriate locations. To review and update following discussions with adviser.	Cost of new grab rails as needed.	In place and ongoing	Accessibility of school & play areas increased. Physically impaired pupils able to access all areas. All areas regularly reviewed.
Provision of wheelchair accessible toilets with changing facilities	SBM SENCO	Maintain a wheelchair accessible toilet with electronic changing table.	Build into maintenance budget	Ongoing	Physical accessibility of school increased. Regular service checks
Safe access around exterior of school	Site-maintenance Officer	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in grounds maintenance contract	Ongoing	Disabled people to move unhindered along exterior pathways.
Disabled parking	SBM HT	Ensure disabled parking spaces are always available for those parents and pupils	None	Ongoing	Disabled badge holders always able to access disabled parking when required. Prompt action taken for users who do not park appropriately.

Outdoor sensory provision	SLT	Develop outdoor areas in terms of seating, quiet time and sensory stimulation	School Improvement	Summer 2017 and ongoing	Outside areas used more effectively to increase access for pupils
Pond - ensure accessible to all.	Site-maintenance Officer	Develop and maintain outdoor area in particular walkways around pond and entrance through gate.	Cost included in grounds maintenance contract	Summer 2017 and ongoing	Pond area used more effectively to increase access for pupils
School allotment beds. Build up height of some beds to make accessible to children in wheelchairs.	Site-maintenance Officer	Develop and maintain outdoor area so accessible to all, including those children who are wheelchair users.	Build into maintenance budget	Spring 2017 and ongoing	Allotment area used more effectively to increase access for pupils.

Appendix 2

Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

<p>1. Pre-planning information.</p> <ul style="list-style-type: none">• Have you looked in the SEND Green Files or been given information on the nature and degree of impairment and the access needs of disabled pupils in the class?• Have you been shown or do you know how these disabled pupils access-needs and personal care needs will be met in the class?• If you don't know how the disabled pupils needs will / can be met seek advice from SENCO, Head or Deputy or Health Professionals and Parents/carers.	
<p>2. What preparation have you made with the class/ group for:</p> <ul style="list-style-type: none">• one to one peer support• collaborative team work• group work• valuing difference of race, gender, ethnicity, disability or religion• How do you ensure that mutual respect is encouraged within your classroom?• Are you clear about how to deal with bullying and harassment in the class?	
<p>3. Lesson planning: how will you support the needs of all learners?</p> <p>Consider:</p> <ul style="list-style-type: none">• timing,• variation of activities,• types of activities [concrete/abstract],• reinforcement of key ideas,• extension work• recall of previous work,• links to future work,• clear instructions. <p>Will the content of the lesson engage all pupils from the beginning?</p> <p>Will there be sufficient variation in activities and pace to engage all?</p> <p>Are you able to access specially adapted equipment for some students to enable them to participate fully?</p> <p>If not, can an alternative way be found?</p> <p>Will the diversified and differentiated work allow all pupils to experience success at their optimum level?</p>	

<p>4. What different teaching styles are you going to use?</p> <ul style="list-style-type: none"> • Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? • Auditory e.g. use story-telling, talking, effective questions, problem solving, clear sequencing, music, singing? • Kinaesthetic e.g. use movement, role play, artefacts, use the environment 	
<p>5. Prepared materials</p> <ul style="list-style-type: none"> • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all? • Appropriate use of augmented communication and ICT 	
<p>6. Self- presentation</p> <ul style="list-style-type: none"> • Have you thought about how you will react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you? • Where will you position yourself in the classroom and when? 	
<p>7. Use of support staff</p> <ul style="list-style-type: none"> • Have you met with or at least communicated with support staff before the lesson? Are they clear about their role in the lesson? • How are you going to use other adult support in the lesson? • <i>Does their use allow all children to be equally included in the class activities?</i> • If you are using support staff for withdrawal, how do you know the pupils are gaining from this? • If you are using withdrawal, how are the groups organised? 	

<p>8. Classroom organization</p> <p>Is seating carefully planned and/or the activity accessible for pupils with:</p> <ul style="list-style-type: none"> - mobility impairments e.g. circulation space, table height - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare - visually impaired e.g. maximise residual sight, if touch can reach - pupils with challenging behaviour e.g. in adult gaze; at front for eye contact - pupils with short attention span/easily distracted, eg: sit on own - learning difficulties who need a lot of support, eg: next to peer supporter - short attention span, eg: distraction free zone <ul style="list-style-type: none"> • What seating plans are you using and why? • Will seating plans make use of peer support and how? 	
<p>9. How will you organise and group pupils in lessons?</p> <ul style="list-style-type: none"> • Friendship groupings? • Mixed sex/same sex groupings? • Mixed ability/same ability groupings? • Specific pairs of pupils working together, eg: stronger reader/weaker reader? 	
<p>10. How will you deal with unexpected incidents?</p> <p>Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?</p>	
<p>11. How will you ensure that all students feel equally valued through their experiences of:</p> <ul style="list-style-type: none"> • the allocation of teacher and support staff time; • being listened to/ paid attention to; • being respected; • achieving; • interacting with their peers. 	
<p>12. How will you assess the outcomes?</p> <ul style="list-style-type: none"> • Do you understand the school's scheme for assessing the achievements of all? • Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self- evaluation? • How will you involve pupils in assessing their progress? 	

