

Haselbury Plucknett CE First School

Accessibility Plan

September 2017– September 2019

Ethos Statement

Recognising the historic foundation, the school will preserve and develop the religious character of Haselbury Plucknett Church of England First School in accordance with the principles of the Church of England and in partnership with the Church at parish and diocese level. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all of its pupils. We aim to provide a happy and safe learning environment where every learner can achieve their full potential.

Purpose of the plan

This plan shows how Haselbury Plucknett First School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. Schools are required to produce and publish an accessibility plan as part of their commitment from the Equality Act 2010.

Approved by: Full Governors

Date: 25th September 2017

Next review date: September 2019

Definition of disability according to the Equality Act 2010

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

We aim to:

➤ **Increase access to the curriculum for pupils with a disability**

This includes teaching and learning and the wider community of the school such as participation in after-school clubs, social and cultural activities and school visits.

➤ **Improve and maintain access to the physical environment**

This includes improvements to the physical environment of the school and physical aids to access education.

➤ **Improve the delivery of written information to pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of the pupil's disabilities, the pupils and parents preferred formats and be made available within a reasonable time frame.

Development of the plan

The plan will be shared via our school website and will be monitored on a termly basis by the SENCo in conjunction with the Head Teacher and Governors. Where appropriate supporting partnerships will help develop and implement the plan, for example liaison with the local authority, CISP or the proposed federation. Adherence to this plan will be expected in all areas of school life regardless of any subject or area in consideration and training will be provided for staff in any key areas deemed appropriate by the SENCo, Head Teacher and Governors.

Complaints procedures

Should there be any complaints or concerns regarding this plan these should be addressed initially to the Head Teacher if informal or for formal complaints via the agreed complaints procedure which is available via the school website.

Overall Aim	Focused Objective	Current good practice Include established practice and practice under development	Actions to be taken	Person Responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Ensure classroom staff have specific training to support all pupils effectively including those with a disability.	<p>Staff have lots of experience in supporting additional needs and a number have attended formal training.</p> <p>Where children have specific needs; staff are offered training in this area.</p> <p>SENCO and Foundation stage leader liaise with Pre-school during spring term and school entry plan meetings identify training requirements of staff</p>	<p>Staff training needs identifies out of appraisal process (Teacher and support staff)</p> <p>Staff to access appropriate training including CPD Online learning modules if required.</p> <p>SENCO and Headteacher both involved in School Entry meetings at the start of the Summer term and these are reviewed during the autumn term including training requirements.</p> <p>Identify and organise training for staff ahead of pupils with additional needs starting Catkins Class.</p>	<p>SENCo</p> <p>HT</p> <p>Foundation Stage Leader</p>	On going and as required	<p>Raised staff confidence in strategies for differentiation and increased pupil participation.</p> <p>Children with additional needs met.</p> <p>All staff aware of individual's needs</p>
	Ensure all staff are aware of disabled children's curriculum access.	<p>All activities are open to all pupils including educational visits.</p> <p>Individualised timetables are used where appropriate.</p>	<p>On-going evaluation of appropriate access plans for disabled pupils if needed.</p> <p>Educational visits preparations include risk assessments questions for children with a disability as appropriate.</p>	SENCo	On-going and as required	<p>All children to have access to curriculum (including PE) and be able to excel.</p> <p>Wider use of SEN resources in classrooms to ensure expected and accelerated learning.</p>

		Provision maps and Passports are shared with all staff working with specific children	SENCo to monitor provision maps and Passports termly and report to governors at least annually on their effectiveness.			
	Use ICT software to support learning.	Individualised software and apps have been used for specific children Provision maps and individual timetables for specific children.	Ensure individualised software and apps installed where needed to new ipads and laptops Further software and apps used and extended to more children.	New Computing lead in place SENCo	Sept 17/On-going and as required	Wider use of ICT based SEN resources used successfully to support curriculum learning in classrooms. All children making expected progress.
	Embed Inclusive communication into every classroom including pre-school and the school environment	New Catkins teacher has good level of STC training and supports other staff in their use of STC. This is important as some pupils with communication difficulties in Catkins. Now needs to be developed across the whole school and integral to school routines e.g. lining up at dinner time	Audit of current Inclusive communication/STC provision Training to be organised and put in place across the teaching staff and support staff as audit dictates.	SENCo	Sept 17 (Audit) Training completed by Sept 2018	Children with additional learning needs will be supported to achieve their potential through inclusive communication support (STC).
	SENCO to be effectively supported to lead across Merriott and Haselbury, receive good	SENCo completed SEN accreditation Effective procedures in place for children with additional needs.	SENCo continue to be supported in second and third year by Wendy Birkett and other SENCOs locally. Training and support targets identified through	HT SENCo	Ongoing	Needs of SEN children met. SEN children make good or better progress. Staff / Parents feel supported by SENCo effectively

	training and develop understanding of SEN across the partnership.	Most children with SEN expected to make expected or good progress.	Performance Management and SEN Accreditation. SENCO to explore additional training and accreditation in specific learning difficulties			
	To review monitoring processes of SEN pupil's attainment and G&T pupils	Pupil Progress meeting termly include monitoring of SEN pupils. Senco monitors attainment and progress of SEN pupils	Review monitoring processes for SEN/G&T pupils. Develop procedures and measures for monitoring attainment and progress of these pupils taking into account good practice in other Somerset Schools	SENCO Assessment Coordinator SLT	October 2017 January 17	All children's progress including SEN and more able pupils are monitored effectively, leading to these pupils making at least expected progress.
Aim	Objective	Current good practice Include established practice and practice under development	Actions to be taken	Person Responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	Evaluate access to school site and school buildings. Consult relevant stakeholders and professionals	Headteacher and Governors have audited the current access to Haselbury First School which has informed this plan.	Complete accessibility plan Consult with Stakeholders (Parents and Pupils) Seek advice of professionals to implement plans e.g. PIMS team/ LA Buildings Team	HT/SENCO/G overnors	Sept 17 Dec 2017 Jan 2017	Improved access to school for all stakeholders. Relevant Stakeholders are consulted and their viewpoints considered.

	Review access to school for wheel chair / disabled users entering the school.	The main entrance to the school is not currently accessible to wheelchairs and pushchairs due to a series of steps. The side accessible entrance is via Peggy's lane a shared vehicle and pedestrian private lane.	Review access to the school with Building Surveyor. Make enquiries about access via Peggy's Lane and the rights the school has to using this entrance (legal services) and therefore directing visitors via this entrance through signage. Review signage to support disabled visitors accessing the school.	Governors and HT	Jan 18.	Improved access to wheel chair / disabled users entering the school.
	Assess viability of improving access from Catkins classroom and accessing outdoor learning from Classroom	The classroom can be accessed via the main entrance and along the corridor to the classroom. There isn't direct access to outside provision from classroom. A door from the classroom outside would support disabled pupils and the free flow for EYFS pupils.	Investigate cost of putting a door from classroom directly into outdoor provision for main entrance to the school or other ways to make this classroom more accessible	HT and Governors. Building Surveyor	April 18	Improved access to wheel chair / disabled users entering the EYFS Classroom and improved access to outdoor learning.
	To investigate improved toilet facilities for disabled pupils	The hall/pre-school building has toilets including one with a larger cubicle. The main building has toilets none of which are disabled toilets. The school has one staff toilet which is very small and not easily accessed by disabled visitors.	Investigate the viability of improving accessibility of toilets for disabled pupils and visitors When main toilets are updated look to make them more accessible to pupils with a disability.	Office Team/HT	Jan 19	Improved toilet facilities for disable pupils

	Ensure safe use of steps and stairs within the school environment	<p>Marking on external steps with white strips.</p> <p>Clear marking on internal steps with white / silver strips.</p>	<p>Re-paint markings to ensure they are clearly visible.</p> <p>Regular premise check to ensure steps are clearly visible.</p>	Office team/Caretaker	<p>Dec 18</p> <p>Ongoing</p>	Safe use of steps and stairs within the school maintained for all staff, pupils, parents and visitors
	Improve visibility of Whiteboards to all pupils and accessibility so that all younger pupils can use the interactivity aspects of the boards.	All classrooms have whiteboards installed including the hall space.	<p>Reorganisation of school will see new classroom requiring a whiteboard which will be a touch screen television</p> <p>Where blinds not currently fitted look at cost to have these installed if whiteboards are affected</p> <p>Audit of projectors and whiteboards effectiveness carried out and recommendations given to plan future expenditure.</p>	<p>Office team to procure new resources</p> <p>IDN to complete audit and recommendations shared with governing body</p>	<p>Sept 2017 install new touch screen board within new Catkins.</p> <p>Audit by Dec 2017</p>	Whiteboards are clearer for pupils and children can interact easily with devices
	To Improve site security so that all pupils are safe within a secure site.	<p>All school buildings have locks on doors with key pads as the site is.</p> <p>Site Security assessment was made by Hazel Bater (LA Grounds team) and funding requested. No funding currently available. Fencing to front of school and improved security system planned was completed</p>	<p>Five bar gate entrance via Peggy's Lane to be locked during school hours.</p> <p>The main entrance is accessed via magnet locked gate and buzzer to Office (recently installed). Permanent signage to support access arrangements.</p>	<p>HT</p> <p>Hazel Bater (LA Grounds Team)</p>	<p>April 2018 (request funding via Grounds Team)</p>	Secure Boundary Fencing and Higher Gates will keep pupils safe including those with additional needs.

		by School funds and using volunteers.	Improved boundary fencing at rear of school to be improved (funding from LA grants) when funds permit.			
	To ensure staff and children are confident that they can exit the building quickly and safely.	<p>Personal Emergency Evacuation Plans are put in place where required by pupils with a disability and monitored and reviewed through regular fire drills</p> <p>Fire escapes accessible and monitored daily.</p> <p>Clear signage meeting requirements has been recently audited by Coomers and new signage in place.</p>	<p>New Fire Procedures to be drawn up in light of re-organisation of school.</p> <p>Regular monitoring (recorded) to ensure on-going effectiveness.</p> <p>Ensure all visitors are made aware of procedures and visitors tick to say they have read and agree to procedures when they sign in</p>	<p>Office team</p> <p>caretaker</p> <p>HT</p>	<p>New procedures drawn up Sept 2017</p> <p>Ongoing</p>	Maintain excellent record of safety and confidence in both staff, children and visitors when performing exits from the building
	To ensure that all children have equal access to every learning opportunity within our learning environment	<p>Our classroom spaces and shared spaces are accessible other than Key stage 2 classroom which is only accessible by steps steps.</p> <p>We have a number of resources for pupils with additional needs.</p> <p>New Classroom organisation will give EYFS pupils access to outdoor provision without negotiating steps but does not give free flow as not directly off classroom.</p>	<p>Ensure current needs for individual children are taken into consideration and resources are appropriate.</p> <p>Explore and develop provision in place to develop physical development for EYFS explore provision to ensure independent physical development for children across the school through</p>	<p>SENCo</p> <p>Class teachers</p> <p>HT</p> <p>EYFS Lead</p>	April 2018	Evidence of developed areas of access which have taken into consideration that all children must have equal access to every learning opportunity within our learning environment

			large motor skill opportunities.			
	To ensure that all children have equal access to every learning opportunity within our learning environment	<p>Access to English, Maths and the wider curriculum supported by appropriate resources.</p> <p>PE provision support linked to physical support needs.</p> <p>Some of the after school already are inclusive and all children received curling lessons from Bob Brunt.</p>	<p>Sports Coordinator (Keely Lambert) with support of Office Staff to evaluate after school provision to ensure all children have opportunities to participate.</p> <p>Explore PE activities which are inclusive to all (i.e. curling, boccia and archery) and competition opportunities target underrepresented groups including pupils with a disability.</p> <p>Explore Ipad/ICT for additional methods of support for SEN pupils and those struggling to access curriculum</p> <p>PDM Planning meetings for topics considers pupils with additional needs</p>	<p>ICT Lead</p> <p>SENCO</p> <p>Sports Coordinator</p> <p>HT</p> <p>SLT</p>	Sept 17 / on going	All children have equal access to every learning opportunity within our learning environment
Aim	Objective	Current good practice Include established practice and practice under development	Actions to be taken	Person Responsible	Date to complete actions by	Success criteria
Improve the delivery of written	To ensure that parents have as much up to date information as	Regular information given via the newsletter to save overloading parents with information. This emailed to	Website needs to be reviewed and out of date or irrelevant information reviewed to aid ease of access. County to	HT / Office Team	Sept 17	A website that is accessible to all and has relevant information.

<p>information to pupils.</p>	<p>possible within an accessible format</p>	<p>parents and paper copies received if parents prefer this option</p> <p>Website provides information to parents about how to support their child</p> <p>Where applicable, parents are supported in accessing information.</p> <p>EAL families receive translated letters and documentation</p>	<p>migrate website to a new version which will be easier to update. Continue to develop the website to ensure accessible to all. Reviewed termly by governor</p> <p>Continue to deliver the newsletters on a fortnightly basis and evaluate yearly content is clear and in an accessible format.</p> <p>Continue to support parents through office advice and hands on help</p> <p>Explore alternative methods of communication with parents ie. Twitter feed</p>	<p>Office Staff</p> <p>School Secretary / HT</p> <p>Office team/HT</p> <p>Governing body</p>	<p>Migrated website by Dec17</p> <p>On going</p> <p>On going</p> <p>January 18</p>	<p>Newsletters issued on a fortnightly basis</p> <p>Parents feeling supported through office advice and hands on help</p> <p>Improved alternative methods of communication with parents in place</p>
	<p>Develop Personal Learning Plans to include more of pupil and parent voice</p> <p>SEN processes and paperwork include more of pupil and parent Voice</p>	<p>Regular meetings with SENCo and Class teacher available</p> <p>Personal learning Plans shared with parents</p> <p>Personal learning plans written in liaison with children</p> <p>Personal learning plan shared with children</p>	<p>Personal Learning Plans and Parent meetings such as Annual Review to be reviewed to include more of pupil and parent voice using new county paperwork</p> <p>Provision maps to reviewed termly with parents</p> <p>Drop in times for Parents re-instated and advertised via the website.</p>	<p>SENCo</p> <p>Class teachers</p>	<p>Ongoing</p>	<p>Updated Personal Learning Plans and SEN processes in place which include more of pupil and parent voice</p>

Other Ongoing targets	Ensure all staff have access to relevant medical information to support their work with pupils.	Data sheets are collected annually and include information about allergies and medical conditions. A register of medical conditions and allergies is available in the office and updated annually or classes have a copy in their class folders. All staff in the classroom are made aware of it.	Ensure that all adults working, or visiting the school are aware of the implications of any allergy/ medical issues. Collect updated information from parents annually and keep in file in office. Revise Staff Handbook to include this information. Display Photographs of these children in key areas	Office Team SENCo HT	On going	Communication Parent-Teacher-Child good and needs met.
	Policy Reviews to consider accessibility issues. Staff and Governors to be involved.		Policy Reviews to consider accessibility issues. Staff and Governors to be involved in reviews.	HT SENCo Governors SEN Governor	On going	Policies reflect inclusive practice and policy
	Furniture purchases to consider whether they meet all pupils including those with a disability.		Future furniture purchasing including desk and chairs to consider pupils with disability.	Office Staff Teaching Staff SENCo SEN Governor	Ongoing	More of the resources are accessible for all pupils.
LONG TERM	To offer every child the opportunity to	FOR FUTURE CONSIDERATION	Ensure current needs for individual children are taken into consideration and	Governing Body and HT	On-going	Evidence of on-going research into opportunities

	access the whole of the school building and outdoor learning areas	The access to all parts of the school including outdoor learning and play areas.	resources appropriated where necessary. Continue to look at opportunities to develop access to parts of the building as alterations and build works are considered/carried out. This is to include when outdoor learning and play areas are updated			to develop access to the school
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Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is made up of main building with an upper floor where the older pupils are taught. This is accessed via steep steps. The fire exit (main building entrance) is accessed via a step. Pratton building has one entrance which has a gap between ramp and the entrance step. The other entrance to the Pratton building which is on the flat, is only accessed via kitchen and narrow entrance.	Investigate improving ramp to aid access to the pre-school building housed in the Pratton mobile classroom.	HT / SLT/Office Team HT / SLT/Office team	September 18
Corridor access	The main school has clear wide corridor with wide doors in to Catkins classroom. Many of the doorways in the building are of non- standard size and are not wide doors. The rest of the school also has some tight corners and small door ways.	Staff to be vigilant regarding cloakroom areas and children hanging up bags and coats. Reception year groups pegs to be repositioned in library space.	All staff	On-going By October 2017

	Main cloak room space is small and can be crowded in the entrance area			
Lifts	The school does not have any lifts. The upper floor is only accessible via steep steps.	The school will look at improving accessibility of the upper floor with building surveyor.	Governors/HT	January 2018 and reviewed annually
Parking bays	The school does not have any parking bays and is positioned on the main road. The school has a vehicle gate which leads from private land (Peggy's Lane) There is some dispute about access to this gate and as this gate leads straight on to the small playground not appropriate for parking options.	Ensure lack of parking options are communicated to staff, parents and visitors with additional needs who require them by Office Staff and on website.	Office staff HT	On going Update website October 2018
Entrances	The main entrance to the school has several steps. Other entrance is via Peggy's Lane and allows access without steps. However, this lane also has cars using it. The entrance to main building does not require ramps to access them although the front entrance which is used as a fire exit has a step up to it. Pratton building has one entrance which is on the flat (leading into kitchen other entrances have gap between ground and entrance door).	Review general accessibility especially into Pratton building with building surveyor. Governors investigate rights the school has to entrance of Peggy's lane entrance to ensure it can be continued to be used and vehicles use this access.	HT/Governors Building Surveyor	September 2018
Ramps	We have ramp to the main entrance to the Pratton building where pre-school and the school hall/activity space is housed. However, there is a gap between the ramp and the entrance door. We do not have any fixed or moveable ramps in schools elsewhere in school.	Investigate improving general accessibility with fixed or moveable ramps. Improve signage to support access points for disabled users to know how to access school easily.	HT/Office Team	September 2018

Toilets	<p>The main building has toilets none of which are disabled toilets.</p> <p>The school has one staff toilet which is very small and not easily accessed by disabled visitors.</p> <p>The hall/pre-school building has toilets including one with a larger cubicle.</p>	Explore improving toilet facilities for disabled pupils when improvements are planned to existing facilities and to support disabled pupils being admitted to school.	HT/Governors	January 2019
School Office	The reception/office housed in separate building area is accessed via standard width door	Improve Signage to the Office for visitors	HT/Office Staff	June 2017
Internal signage	<p>Yellow / white strip marking in place for all entrances / exits / steps</p> <p>More permanent signage needs to be put in place to support access via the gate and buzzer entrance.</p>	<p>To monitor condition of yellow / white strip marking.</p> <p>Signage to be audited and new signage to be ordered and replaced without affecting conservation area.</p>	HT/Caretaker	On going
Emergency escape routes	These are monitored on a daily basis by the caretaker. Where children have disabilities personal evacuation plans are in place.	<p>SENCo to monitor effectiveness of PEEPs and that they are applicable to the individual.</p> <p>Fire Safety paperwork to be monitored by Health and Safety Governor twice a year.</p>	<p>SENCo</p> <p>Health and Safety Governor</p>	On-going