

## Overbury CE First School Accessibility Plan 2017-18

### Section 1 - The school can deliver the curriculum to all pupils. Give details of items developed, current practice and things to be developed.

Statement	Fully	Partly	Not	Plan prompt
Teachers and assistants have trained to teach and support disabled pupils. Staff are confident about meeting the needs of pupils with a disability.	X			The staff have received training in a wide variety of areas, including dyslexia, visual issues, visual and auditory sequencing and memory, speech and language, epilepsy, precision teaching dyspraxia, autism and attachment difficulties. We also have guidance manuals for reference. School now has a more sustainable model for Thrive (mental and emotional well-being and maturity).
All school staff and the governors have had the access to training on disability equality and inclusion.		X		Dependent on what is available
We take advice to ensure our classrooms are optimally organised for disabled pupils.	X			Advice has been sought and acted upon where possible. New build has good access and facilities including ramps and bathroom management area.
Positive images of people with different abilities are apparent in the classrooms and the school generally.		X		Disability awareness workshops take place every few years. Topic week – we are all the same and different. Work on Paralympics. Worship provides a platform for positive self images of people with different abilities. Disabled pupils' needs are met within the ordinary classroom and school environment.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum i.e. All pupils are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled pupils.	X			Planning that is adapted to the needs of individual pupils with special physical needs is in place. We enable all pupils to take part in all activities by modifying the activity or supporting the student.
Lessons are responsive to pupil diversity. Lessons allow pupils to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	X			Also teaching assistant support in the classroom enables full participation.
Staff recognise and allow for the mental effort/additional time required by some disabled pupils, e.g. using lip reading, use of equipment in practical work.	X			All in place. Additional time for assessments and longer pieces of work. Use of writing slope, seat pads, laptop, weighted dog, coloured overlays and pencil grips. Extra time given for assimilation of knowledge.
When renewing computer hardware and software, machines and materials are chosen to support vocalising, brailing, touch screen and switches.		X		Special laptop and related tools in place. I-pads part of school provision. Dragon dictate being trialled in school on i-pad. Touch screen computers available.
Provision of laptops is considered	X			One pupil has own laptop for longer pieces of writing.
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	X			Full consideration always given to access and facilities. Risk assessments always in place.
The school links with other schools to share good practice	X			Our school cluster group support the sharing of good practice. Links with school in Tanzania.
Staff seek to remove all barriers to learning and participation. When curriculum units are	X			School works with vision support including reviewing swimming provision to ensure all

developed the originators always ask if there could be a disability dimension.				possible barriers removed
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.	X			Our named governor for SEND and LAC children is also our safeguarding governor.

## Section 2 The school is designed to meet the needs of all pupils (physical)

Statement	Fully	Partly	Not	Plan prompt
The size and layout of areas allow for all pupils, including wheelchair users		X		Our new build is correct size and layout. The ramp to old building is part of corridor with access through doorframe to library. Access to Bell Room might require moving of computer desk in library. Limited access down the 3 steps from old office.
In considering the school budget there is a clear plan to improve access for those with a disability.	X			Purchases to support a child with vision issues have included blinds to reduce glare. Needs to each child are always considered and reviewed with their needs when they join school.
There is a plan which shows priorities for major and minor works, costed and included in the SDP.	X			New build has been priority. Now minor works are taken into account and prioritised per year with disability and health and safety always first.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	X			Disabled toilet facilities and shower in place. Other equipment very minor ie magnifiers.
Emergency and evacuation systems set up to inform all pupils including those with SEND including alarms and both visual and auditory components.	X			Auditory and visual signals to inform when the alarm is sounded. Sound activated door closures; fire drills practised regularly. Specific evacuation plans in place for different scenerios and for specific pupils.
Policy is in place for the safe and effective administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. pupils taking medication, pupils with limited toilet training.	X			Policies for medication, including controlled drugs in place. Current facilities for bathroom management disabled toilet with shower. School employs more 3 day first aiders than required legally with 4 paediatric trained first aiders. Care plans in place for those on our medical list. Medicines locked away in fridge and first aid cupboard. Comprehensive first aid sheets used to ensure patterns of injuries are clear. Medical bed available in old office.
Pathways of travel around the school site and parking are safe. Disabled parking spots are available.	X			Have installed a disabled parking space. Parking area around the back and side of school site extended in summer 2016.
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	X			Disability register is also in school.
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for		X		Carpets in all classrooms throughout the school reduce noise. Ceilings have acoustic panels. . Some pupils have access to headphones if required.

hearing impaired pupils and advice sought from other agencies to take appropriate measures in the classroom.				Currently no known hearing impaired pupils in school. Blinds are used to reduce glare. Advice sort from external agencies to support individual pupil needs.
The décor or signage is not confusing or disorientating for disabled pupils with a visual impairment, autism or epilepsy. Colour schemes are considered to provide colour and tonal contrast for visually impaired pupils.	X			Teachers encouraged to use light blue backgrounds on computers. Comic Sans used as school font. Red and green not encouraged as a mix.

### Section 3 The school delivers materials in other formats (access to information)

Statement	Fully	Partly	Not	Plan prompt
Information is provided in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with forms of printed information.		X		Visual timetables in use. Comic sans in use throughout the school. Currently no pupils needing Braille or widgets.
Information is presented to groups in a way which is user friendly for people with disabilities e.g. reading aloud, overhead projections and describing diagrams.		X		Part of individual planning – also have interactive whiteboards in each teaching area. Visualisers in Sheldon and Sundial
ICT facilities are used to produce written information in different formats	X			As needed
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI(visual impairment), HI(hearing impairment), ASD(autistic spectrum disorder) teams, occupational therapists, speech therapists, school nurse.	X			Lots of liaison with specialist external teams. OT, Regency Outreach, Speech and Language Epilepsy Nurse and EP have given training.
There is an effective process to deal with both complaints and positive suggestions from the parents of pupils with a disability.	X			Existing procedures, we always listen to suggestions, and act on them, if appropriate and possible, developing possible solutions for everyone.

## The Plan

	<b>Focus/Objective</b>	<b>Action</b>	<b>People involved</b>	<b>Time</b>	<b>Cost</b>	<b>Outcome/Review evaluation</b>
<b>Short term</b>	To communicate more effectively	Add further pictures to all signs where possible.	Tower Class staff	Completed as deemed appropriate	N/A	Pupils interact with their environment with increased confidence
	To provide positive images of people with disabilities	Look for posters of people with disabilities to display.	All staff	Spring 2018	Minimal	Pupils see all people as equals with everyone equally able to contribute to society.
	To review if all pupils are being served well by the background colour to our whiteboards and coloured overlays	Review use of coloured overlays and background colours for computers and whiteboards. To make sure that practice is consistent.	Teachers	Complete	N/A	Pupils feel increasing levels of confidence and wellbeing is increased.  NMB has large 36 font song words for assembly all the time.
	To communicate more effectively – new visualiser needed for Tower Class (visualiser in Sheldon Class to be set up again when reading corner in place)	Source and purchase	NC BE IB	Complete	£500	All pupils see text and images more clearly.
	To ensure that pupils are able to concentrate in all lessons	Door to the Bell Room to be replaced	Office	Complete	£500	Room can be used more effectively including confidentially and improve disturbance of noise levels in library
<b>Medium term</b>	To continue to raise pupil understanding of disability	Disability awareness workshop – Summer 2018	SENCO	Summer 2018	TBC	Pupils are aware that we are all the same and different, requiring different support
	All governors to be trained in safeguarding and Prevent	HT to train governors in Prevent and Safeguarding	Govs	Summer 2018		Governing body adheres to legal guidance and is able to support all pupils appropriately

	School is able to support pupils' mental health, well-being and emotional maturity through a more sustainable version of Thrive	HG to train as Thrive practitioner and be available to support other schools in cluster	HG	Complete	£2000 (split by 6 schools)  Plus days out of school  And TA hours	Pupils' emotional health is supported well in school and more pupils can be supported
<b>Long term</b>	To ensure that heating supply is consistent	Link two heating systems together to be run by Place Partnership as one  (short term aim to link to fire alarm so heating does not cut out)	Office  NS  HT	2017-18  Ongoing	TBC  (Awaiting quotes)	Heating is more consistent within the school