**VICTORIA C.P. SCHOOL**

![Victoria Badge[1]]()

Accessibility Plan

2016-2020

Signed by Chair of Governors:

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**ACCESSIBILITY PLAN 2016-2020**

**Continuing to improve access to the school environment for all**

At Victoria C P School we are proud of our record of providing a full curriculum for all children in a safe and attractive environment. Although we are custodians of a very old building in recent years we have successfully used our budget to improve and renew a number of classrooms and areas where children are taught. We have also improved our outdoor learning areas particularly in the infant department to ensure that all children have access to the resources that are available given budget constraints.

We have replaced old and worn carpet by new and colourful lino which is much easier for all children to use and is much easier for our cleaners to maintain on a daily basis. We have opened up areas such as our newly refurbished library which allows greater access to all the books for all children.

We carry out a health and safety walk twice a year and walk around the whole of the school internally and externally to identify areas of concern and once again given our budget constraints and with the help of the authority’s repair and maintenance department we will renew and repair based on priority. As a school we buy back into the authority’s repair and maintenance budget but obviously given their financial constraints as well work has to be done on a priority basis. This walk is carried out by the Health and Safety Governor, the Site Manager, Business Manager and the Headteacher. We can also have the services of the Health and Safety Manager from the authority. Daily issues are highlighted to the Business Manager by members of staff as well as the Site Manager and these are logged onto the authority’s helpline.

Over the number of years the school has provided education for disabled children and children with special needs we have installed ramps, we have special keyboards with coloured and large lettering, special mice and screens.

Based on our annual budget the school works very hard to provide wherever possible extra curriculum support for all children especially children who have special needs in speech and language, looked after children also receive extra support. Part of our school budget is maintained by the authority for SEN Support and other services.

Training has been provided regarding Epi Pens and Epilepsy Training and this allowed a pupil to visit the outdoor education centre as part of her education. Training with the use of asthma inhalers has also been provided to those members of staff who dispense inhalers to children.

We also dispense medication in the form of tablets or liquid medicine to certain pupils. When this is done parents have to agree to members of staff doing this. The medication is given with two members of staff present and these members of staff sign their initials once the medication has been given. We have a policy on this.

We also have visits from Handtastic Choir who visit us to show how music can be used with deaf children. We also have a reading dog coming to the school who sits with children listening to them read. This helps all children particularly those who feel more confident reading aloud this way.

Based on the identifying barriers to access checklist we have listed below, there are things that we are more than happy with and others that are ongoing due to changing training needs, different needs of the children and changes to staff where new staff need to have the relevant training.

* DOES THE SIZE AND LAYOUT OF AREAS, INCLUDING ALL TEACHING, SPORTING, PLAY, SOCIAL FACILITIES, CLASSROOMS, THE HALL, CANTEEN, LIBRARY, GYM AND OUTDOOR SPORTING AND LEARNING FACILITIES, PLAYGROUNDS AND COMMON ROOMS ALLOW ACCESS FOR ALL PUPILS?

**YES**

* Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers (not applicable at Victoria)?

**YES, there is a Year 4 classroom upstairs and we don’t have a lift but there is access to the Year 4 classroom downstairs.**

* Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?

**YES – again it is an old school so parking is extremely tight however children who need to be collected by their parents and who have a disability can park in the car park. There are safe pathways of travel around the school site but again it is a busy area with narrow roads so care by all children and parents has to be taken.**

* Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability, including alarms with both visual and auditory components.

**YES**

* Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons

**NOT APPLICABLE AT SCHOOL**

* Could any of the décor be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?

**NO**

* Could any signage be considered confusing or inadequate?

**NO**

* Are areas to which pupils should have access well lit?

**YES**

* Do areas of storage prevent disabled pupils from accessing aids and equipment?

**NO**

* Are steps made to prevent the exclusion of people with disabilities that affect their hearing and vision from arranged events?

**NO**

* Is furniture and equipment selected, adjusted and located appropriately?

**YES – BUT OBVIOUSLY AS CHILDREN CHANGE AND CLASSES CHANGE THIS ISSUE IS DISCUSSED.**

* Do you provide information in large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

**YES**

* Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision eg by reading aloud information on a screen and describing diagrams?

**YES IF REQUIRED**

* Do you have the facilities to produce written information in a variety of font sizes?

**YES**

* Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

**YES**

* Do school general plans take account of the duty to make reasonable adjustments?

**YES**

**Victoria C.P. School**

**Accessibility Plan 2016-2020**

**Continuing to improving access to the school environment for all**

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|  | **Targets** | **Actions** | **Timescale** | **Responsibility**  | **Outcomes** |
| **Short term** | School is aware of the access needs of disabled children. School staff are aware of access issues. | Create access plans for individual disabled children as part of IEP processProvide information and training on disability and equality for all staff. | Ongoing as children changeOngoing | Head & ALNCOHeadteacher/governing body | Individual plans in place for all disabled pupils and all staff aware of all pupils’ access needs.Raise confidence of staff and governors in commitment to meet access needs. |
|  | Improved access to both reception areas. | Rearranged furniture so area is wheelchair accessible and put in chairs for visitors | Areas have been refurbished and access is satisfactory based on size of reception areas. | Building Maintenance and governing body | Disabled parents/carers visitors feel more welcome. |
|  | Improve signage and external access for visually impaired people | Replace external light bulbs immediately when ‘blown’.Seek advice from the LA when regulations changeNew clear signs externally and internally much clearer for all to see. | OngoingOngoing | Maintenance ManagerHeadteacher | All feel safe in the grounds.Access around the site easier for all. |
|  | Ensure that all disabled pupils can be safely evacuated | Put in place Personal Emergency Evacuation Plans for all childrenDevelop a system to ensure all staff are aware of their responsibilities | In PlaceIn Place | ALNCOHeadteacher/governing body | All disabled children and staff working with them are safe and confident in event of fire.  |
|  | Review and replace inadequate lighting in all areasNoisy equipment | Lighting has been examined and conforms to LA requirements. Lighting is cleaned on a regular basis.Hand drier for example moved to another toilet due to noise in a small setting. | OngoingOngoing | Maintenance ManagerMaintenance Manager | Lighting improved for visually impaired children currently in school.Lighting is fit for purpose for all staff, children and visitors to the school.Staff will always identify if things need to be removed/changed |
|  | Ensure all fire escape routes are suitable for all | Requested advice from LA Health and Safety Manager. | Received and ongoing | Health & Safety Leader/Health and Safety Governor | All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.   |
|  | Improve security of the building both internally and externally with the use of cameras and new alarm system for the junior department. | Cameras are now installed around the school building and in both reception areas to improve security for all.New alarm system for the junior department has been installed. | Completed Autumn term 2015.Completed Autumn term 2015 | Senior Management and Governors   | All pupils, staff and visitors can feel more secure. |

**Improving access to the curriculum**

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|  | **Targets** | **Actions** | **Timescale** | **Responsibilities** | **Outcomes** |
| **Short** **Term** | Increase confidence of staff in differentiating the curriculum | Undertake audit of staff training needs on curriculum access.Assign in service day to training identified e.g. dyslexia, differentiation, alternative recording | Ongoing | ALNCO | To continue to raise confidence of staff in strategies for differentiation and increased pupil participation. |
|  | Ensure TAs have access to specific training on disability issues | Use staff audit to identify TA training needs and inform Professional Development processTAs to access relevant CPD courses each year | Ongoing | ALNCO  | To continue to raise the confidence of TAs as above.    |
|  | Ensure all staff are aware of disabled children’s curriculum access  | Set up system of individual access plans for disabled children. Set up system for information to be shared with appropriate staff | Ongoing | ALNCO  | All staff aware of individual pupils’ access needs. |
|  | Ensure all staff are aware of, and able to use, SEN software and resources | Audit all SEN ICT and other resources and make list available to all staffRun individual training sessions on use of SEN Software  | Ongoing | ALNCO and IT CoordinatorALNCO and IT Coordinator | Wider use of SEN resources in mainstream classes. |
|  | Targets | Strategies |  | Responsibilities | Success criteria |
| **Medium****Term** | Ensure all educational and residential visits are accessible to all | Develop guidance for staff on making visits accessibleusing the Wrexham LA’s risk assessment guidelines for educational visits (EVOLVE) | Ongoing | Headteacher | All children in school able to access all school trips and take part in a range of activities. |
|  | Review PE Curriculum to make PE accessible to all | Gather information in accessible PE and Disability SportsInvite disabled sports people in for particular sessionsReview PE curriculum to include disability sports | OngoingPara Olympian team members visited June 2016 | PE Coordinator | All children able to access PE. |
|  | Review all curriculum areas to include disability issues | Include specific reference to disability equality in all curriculum reviewsDevelop PSHE and Citizenship curriculum to address disability equality issues  |  | Headteacher/Subject leadersPSHE and Citizenship Co-ordinator | Introduction of disability issues into all curriculum areas. |
| **Long Term** | Develop consistent approach to differentiation and alternative recording in school | Devise and consult on model school policy with good practice guidance.Share good practice |  | ALNCOALNCO | All staff confident and consistent in range of differentiation strategies and use of alternative recording. |
|  | Ensure all staff have undertaken disability equality training | Ensure new staff have access to relevant training as budgets allow |  | Headteacher | All staff work from a disability equality perspective. |

**Improving access to information**

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|  | Targets | Actions | Timescale | Responsibilities | Success criteria |
| **Short Term** | Review information to parents/carers to ensure it is accessible | Ask parents/carers about access needs when child is admitted to schoolReview all letters home to check reading age/Plain English. Produce newsletter in alternative formats if required e.g. large print, Braille | Ongoing | Headteacher" | All parents getting information in format that they can access e.g. Braille, Internet, email, facebook, Class Dojo letters/forms etc etc |
|  | Ensure all staff are aware of guidance on accessible formats | Distribute Wrexham LA guidance on good practice in accessible formats and Editorial guidelines.Provide guidance to staff on dyslexia and accessible information | Ongoing | ALNCO | Staff continue to produce routine information to children in more accessible ways. |
|  | Inclusive discussion of access to information in all annual reviews | Ask parents/carers and children about access to information and preferred formats if required. | Ongoing | ALNCO | Staff continue to be more aware of pupil’s preferred methods of communication. |