

DEVELOPMENT AREA: Accessibility		
<p>Objectives</p> <p>All stakeholders to have full access to:</p> <ol style="list-style-type: none"> 1. Curriculum 2. Physical Environment 3. Information/Communication 	<p>Success Criteria</p> <p>Children with disabilities can access on an equal basis with their peers:</p> <ol style="list-style-type: none"> 1. the curriculum 2. the physical environment 3. information <p>Adult stakeholders with disabilities can access the physical environment and information on an equal basis with stakeholders without disabilities.</p>	
<p>Provisions in place: Curriculum</p>		
<ol style="list-style-type: none"> 1. Pupils with physical difficulties are allocated a Teaching Assistant to support them in Physical Education lessons. 2. Pupils with motor skill difficulties are provided with appropriate adaptations and resources such as pencil grips, writing slopes, cushions or adapted seating to support core muscle development. 3. Pupils with visual impairment are seated close to the board to allow access to learning on the whiteboard. Printed resources may be reproduced in large print or using coloured paper to meet the child's needs. 4. High visibility strips are positioned on handrails, steps and changes in height of flooring to assist a child with visual impairment when they move around the school. 5. School visits are organised in consultation with parents of children who have mobility issues and an access plan is arranged. 6. Pupils with SEND where appropriate are provided with an Ipad to aid their classwork, as a larger font can be selected. 7. Advice is sought from parents and specialists to identify adaptations, additional support or resources that would benefit the child and allow equal access to the curriculum. 		
<p>Provisions in place: Physical Environment</p>		
<ol style="list-style-type: none"> 1. A ramp to the main entrance and wide entrance lobby doors allow access to wheelchair users. The Reception classrooms can be accessed via this route. There is no access via this route to the rest of the school due to a set of four steps. The Reception base also has toilet facilities for the children on this level. 		

2. Access to the hall and dining room can be achieved by entering the building via a ramp from the playground/ outdoor learning area. This entrance also provides access to the disabled toilet facilities for adult and child wheel chair users.
3. The disabled toilet is fitted with wide doors. The wash basin, mirror and hand towel dispenser are at an appropriate height for a wheelchair user. There is an emergency call point if assistance is needed.
4. High visibility paint is used on outdoor play equipment such as stepping stones to allow children with visual impairment to access the equipment safely.
5. Wheelchair users can access the playground via the double gate which also provides access to the bicycle shelter for a disability trike.
6. Personal Evacuation Plans and Care Plans are prepared and put in place for individuals who have additional needs.
7. Powder coated handrails are positioned on steps leading from the hall and to the playground and are marked with high visibility strips to aid children with visual impairments.
8. Additional seating is positioned in the hall for whole school gatherings for children who have disabilities or short term injuries.
9. Children who attend school with the aid of crutches are supported by an adult when using steps.
10. There is no access to the year one or year two classrooms for wheel chair users as all entrances and exits involve steps. Adjustments could be made for a wheelchair user to have access to Year two by the addition of a ramp to the outside door. The user would then have access to the children's toilet facilities on this level.
11. Unfortunately a wheelchair user would have to use external footpaths and ramps during the day to gain access to the full site.

Provisions in place: Communication

1. The school newsletter is published fortnightly and displayed on the school website. Parents also receive a link to their telephone so that they can access it in larger print if needed on a large screen device.
2. Where parents do not speak or understand English translation or interpreter services are procured through outside agencies where appropriate.
3. Makaton is used by identified staff in school to support individuals.

The needs of current users are fully met.

Future Provisions- In the event of an admission of a child requiring wheelchair use at all times or with particular mobility issues that mean that using stairs and steps is difficult.

The design of the school building across three levels would make it very difficult to offer an inclusive experience for a child using a wheelchair. The layout of the building does not allow for ramps or lifts to be installed at each change of level. The child and their support staff would have to continually use the outdoor footpaths and ramps to gain access to the different parts of the building. They would need to go outside to access the hall, dining room and library.

Staff Training

Training for staff is provided through the School Nursing Service in relation to any medical conditions that a child may have so that staff are equipped with the knowledge and skills to provide the best care and support.