



Stoke Mandeville Combined School

Accessibility Plan

2020-23

Governor Review Date	Jan 2020
Review Frequency	Every 3 years
Date for Next Review	Jan 2023

Purpose

This plan exists to ensure that the school is equally accessible to disabled pupils and pupils with special education needs and that these pupils are not prevented from achieving academically, or getting maximum benefit from their school life, by being disadvantaged through inadequate provision of building structural services, facilities, resources or curricular/extra-curricular organisation.

The main objectives of this plan are:

- To increase the extent to which pupils with special educational needs or difficulties can participate in the school curriculum
- To improve the physical environment of the school to ensure that pupils with any kind of disability or learning difficulty can participate in all school activities
- To assess the delivery of written information to pupils to ensure that formats are available for pupils with disabilities or learning difficulties.
- To ensure that the school listens to the views expressed by the pupils or parents about their preferred means of communication.

This plan is developed in conjunction with the school policies on Equality, Diversity and Cohesion and Special Educational Needs. Actions identified from it will feed into the School Development Plan.

Definition of disability

Disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The plan will consider the requirements of disabled parents/carers, staff and visitors to the school.

Responsibilities

The Governing Board will ensure that adequate resources are available for meeting the needs of existing disabled pupils/parents/carers/staff as identified as part of accessibility planning.

Once this has been achieved it will also consider the potential needs of future disabled pupils. However, it is recognised that such requirements may have an associated cost and these requirements will therefore not be implemented until the need to do so actually arises.

The Headteacher is responsible for ensuring that specialist help is provided to pupils with disabilities or specific learning difficulties in line with LA guidelines and that LA support services and resources are fully engaged. This could involve working with other local schools to use their specialist resources.

The Headteacher is responsible for ensuring that accessibility issues are considered during the procurement process.

The Governing Board are responsible for ensuring that this plan is monitored and evaluated.

Principles of School Accessibility Planning

The school will not discriminate against disabled pupils or those with a statement of special educational needs in their admissions and exclusions or in provision of education and other related school activities.

The school will not put disabled pupils / those with a statement of special educational needs at a substantial disadvantage.

The school will assess accessibility annually and publish an Accessibility Plan identifying any actions that need to be implemented.

Effectiveness of the Accessibility Plan will be monitored by the Governing Board.

The pupil's right to confidentiality will be respected.

The views of parents will be obtained to ensure that each child with a disability/statement of special educational needs is given an individual support plan that best meets their needs.

All staff will be fully briefed on the requirements of the support plans for children with a disability/statement of special educational needs.

Full risk assessments will be carried out to ensure the safety of well-being of disabled pupils/those with a statement of special educational needs.

All appropriate support resources and materials available from the LA will be engaged.

Increasing Participation in the School Curriculum

The Accessibility Plan will ensure that pupils with disabilities/statements of special educational needs are able to participate in the wider school curriculum including sports, clubs, cultural activities and school visits.

Classroom layouts and teaching methods are planned with the requirements of disabled children/those with a statement of special educational needs in mind.

Physically disabled pupils are assigned Teaching Assistants who can assist them where necessary.

Improving the Physical Environment

The physical environment will be assessed including steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, signs, interior surfaces, floor coverings, room décor and furniture.

Required improvements to physical access will be identified in line with current and possible future needs and within the constraints of school funds. *(Such improvements could include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and way-finding systems.)*

Physical aids to support education will also be reviewed. Such aids might include ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, specialist pens and pencils, sloping desks, booster seats and specialist seating.

Improving the Delivery of Information to Disabled Children

Written information provided by the school to its pupils must be accessible to disabled pupils. The information should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable timeframe. *(The information might include handouts, timetables and information about school events. The school might providing the information in alternative formats such as large print, audio tape, braille, a recognised symbol system using pictures, by using ICT or by providing the information orally, through lip speaking or in sign language).*

Monitoring and Evaluation

The progress on implementation of the Accessibility Plan and monitoring of its effectiveness is the responsibility of the Governing Board and will be managed by the Pastoral Committee.

Evaluation will be based on the following indicators:

- Greater satisfaction of disabled pupils and their parents with the provision made for them and their participation in the life of the school
- Evidence of the greater involvement of disabled pupils in the full life of the school (for example, participation in after school clubs, leisure, sporting and cultural activities and on school trips)
- Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs
- Audits carried out on the main curriculum areas
- Progressive planned improvements to the physical environment of the school
- Information being available to pupils in a range of formats

Current range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have some children who have asthmas and all staff are aware of these children. Inhalers are kept securely in the medical room and a record of use is noted. Some children have allergies or food intolerances and these are included in the 'Children with Medical Needs' details held in the First Aid room.

Some children who attend our school are hearing impaired. Special consideration is made to ensure that these children are able to access all lessons and activities with appropriate support from the Hearing Impaired Department.

Pupil medical information is available from the medical room.

We have competent First Aiders who hold current First Aid certificates and staff trained in paediatric first aid. Our main First Aider has attended the 'Supporting Pupils with Medical Needs' training.

Contextual Information

The whole of the school building and playground areas are accessible for wheelchair users. As a single storey building there is no requirement for lifts. There is ramp access throughout the building.

A disabled toilet facility is available, which also includes a fully installed changing table suitable up to Year 6.

All prescription medication is securely stored in the Medical Room. Administration of medicine consent must be completed by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded. Please see the 'Supporting Pupils with Medical Needs Policy' for more information.

Every care has been taken in the compilation of this policy, and the information is correct at the time of publishing.

Any policies that have been referenced in this policy are available on the school website (<http://www.stokemandeville.bucks.sch.uk/website>) or are available upon request from the school office.

Written information that is normally provided by the school can be provided in alternative forms.