



ACCESSIBILITY PLAN 2015 – 2017

This Accessibility Plan has been drawn up in consultation with and in accordance to guidance from the Local Authority, pupils, parents, staff and governors of the school. It covers the period from January 2015 to September 2017.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This plan will integrate with the school mission statement:

“Growing confidence, Knowledge and Creativity”

As a school we aim to:

1. Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
2. Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
3. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, internet access, books and information about the school and school events. The information

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should be made available on request in various preferred formats within a reasonable time frame.

Attached is an Action Plan, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Pupils with medical needs
- Admissions Policy
- Positive Behaviour Policy
- Educational visits Policy
- Single Equalities Scheme
- Health & Safety Policy
- Home/School agreement
- Special Educational Needs/ Inclusion Policy
- School Improvement Plan
- School Mission Statement
- Staff Professional Development/Performance Management Cycle
- The Curriculum Policy

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

As curriculum policies are reviewed, a section relating to inclusion and access will be added.

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through by the Health and Safety coordinator and governor.

The school will work in partnership with the local education authority and Cornwall Council's policy document '**The Accessibility Strategy of Cornwall Council**' informs this school policy and is included as an appendix.

The Plan will be monitored by Ofsted as part of their inspection cycle.

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NOTE: - The School is required to meet the requirements of the Disability Equality Scheme and publish their scheme.

Further guidance on the scheme is available on the DRC website: -

<http://www.equalityhumanrights.com/about-us/vision-and-mission/our-business-plan/disability-equality/>

and from Cornwall's policy document '**The Accessibility Strategy of Cornwall Council**'.

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St Erme with Trispen Community Primary School: Accessibility Plan 2015 - 2017

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A. Gathering Information					
Target	Actions	January 2015 notes	2015 to 2016	2016 to 2017	Responsibility
To implement and maintain a monitoring system to support pupils with a disability.	Maintain a register of children with a disability. Monitor patterns of attendance. Monitor participation in off-site activities and residential visits. Monitor teachers' planning to ensure needs are being met through differentiation of the curriculum Record pupil achievements.				Headteacher School Administrator Teachers Headteacher/Teachers/ Educational Visits Co-ordinator
To ensure the needs and aspirations of groups of users are met and understood.	Headteacher / SENCO TAC, review and EHCP regular meetings with parents and carers of those with disabilities. Develop a section in the Admissions Form to seek information re: disabilities. Ensure hirers are aware of provision for disabled.				HT/Governors School Administrator/Governors

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B. Increasing the extent to which disabled pupils have access to the school curriculum					
Target	Actions	January 2015 notes	2015 to 2016	2016 to 2017	Responsibility
To ensure the school develops children's awareness of disability.	Review PSHE curriculum to ensure disability awareness is taught effectively. Provide opportunities for children to meet with people with a variety of disabilities. Review provision in other areas of the curriculum eg. P.E. Review stock of books and other resources that promote positive images of disability Invite disabled speakers/visitor to school assemblies, events.				PSHE Coordinator Subject Leaders. Literacy leader Headteacher/SENCO Teachers
To ensure all pupils have full access to trips and extra curricular activities.	Risk assessment prior to trips. Plan trips and activities with parents to ensure access. Provide support for pupils to ensure they can access out of hours activities. Continue to review policy on supporting children in school with medical needs				HT/Teachers Teachers Teachers
To ensure staff are appropriately trained	Ensure that staff are properly trained to provide for children with disabilities such as dyslexia, ADHD, diabetes and other medical conditions.				Headteacher / SENCO

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	Ensure Teachers, TAs and governors have access to specific training for disability issues. Ensure that all staff can differentiate the curriculum and are aware of SEN resources.				
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C. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services

Target	Actions	January 2015 notes	2015 to 2016	2016 to 2017	Responsibility
To provide appropriate access to all users.	Seek information on the needs of users and pupils Facilitate access to designated accessible toilet and shower room toilets for wheelchair uses and those with mobility issues. Provide aids for those who are visually impaired – to meet needs. Repaint markings on designated disabled parking spaces (2) as needed. Ensure reasonable adjustments are made to exits and entrances to individual classrooms to meet individual needs.				Governors Headteacher
To ensure that disabled adults are considered	To welcome all applicants for teaching and TA posts.				Governors Headteacher

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equally with others for posts in the school.	To encourage all members of the community to consider becoming a Governor.				
To improve signage.	Put up clear signs in the entrance and other areas – in different languages and formats to meet individual needs as these arise. Ensure that all disabled pupils understand fire notices.				HT/Staff School Administrator

D. Making written information accessible to pupils in a range of different ways.					
Target	Actions	2014 to 2015	2015 to 2016	2016 to 2017	Responsibility
On request to review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when a child is admitted to the school. Ask parents/carers and children about access to information in review meetings				HT/Staff School Administrator
To increase support for parents of children with a disability	Ensure that the school prospectus and website information contains information regarding accessibility. Headteacher / SENCO to take a proactive lead in liaising with parents of children with a disability.				Governors Headteacher School Administrator
To help children become more aware of their own learning styles and access needs.	Give children opportunities to experience different learning styles. Encourage children to define their preferred learning styles				Classroom staff.

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APPENDIX 1: Disability Discrimination Act (DDA)

The Accessibility Strategy of Cornwall Council

1.1 Improving access to education and educational achievement by disabled pupils is essential to the Government's policy of ensuring equality of opportunity, full participation in society and the economy.

1.2 The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 by introducing new duties on CSAs and schools in relation to disabled pupils and prospective pupils. A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. The main duties are to treat disabled pupils no less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

2. The Legal Position - Statutory Responsibility

2.1 Cornwall CSA has a legal duty to prepare an accessibility strategy for the schools for which it is responsible under the Act.

2.2 Maintained schools, pre-school settings, independent schools and non-maintained special schools must produce their own accessibility plan.

2.3 This accessibility strategy is to:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve the access to disabled pupils of written information which is provided to pupils who are not disabled and where necessary alternative communication to written information.

2.4 This strategy will be reviewed, revised and implemented and will be publicly available for inspection.

2.5 The CSA has consulted with:

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- all schools and the trustees of schools (eg local diocese and faith organisations);
- other organisations including the voluntary sector.

3. The Planning Duty

There are three strands to this planning duty and the following sections provide details of the CSA strategy for each of the three strands:

Increase the extent to which disabled pupils can participate in the school curriculum (3.1)

The Cornwall strategy focuses on helping schools to increase the accessibility of the curriculum to disabled children by securing appropriate staff training and encouraging schools to work together and share good practice.

Improving the physical environment of schools (3.2)

The CSA plays a vital role in making community, voluntary controlled and voluntary aided schools (both special schools and mainstream schools) physically accessible to disabled children.

Improving the delivery of information to disabled pupils (3.3)

This part of the duty covers planning to make written information, normally provided by the school to its pupils, available to disabled pupils. The information should take account of pupils' disabilities, pupils' preferred formats and be made available within a reasonable timeframe.

3.1. Increase the extent to which disabled pupils can participate in the school curriculum

3.1.1 The curriculum is not only teaching and learning but the wider curriculum of the school such as participation in clubs, leisure, sporting and cultural activities or school visits. The CSA wants to remove barriers to learning through the wider curriculum for all pupils.

3.1.2 Staff training is a high priority and the CSA will provide, in conjunction with other partners such as Social Services and Health, a comprehensive programme of appropriate training information which will be in an easy-to-read format with appropriate contact points and/or names. The SEN website of the County Council gives details of all training events as well as the contact names of the support services who advise on

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teaching techniques and strategies, classroom management and curriculum material. The site includes information on some services offered by other providers such as the speech and language therapy service from Health and Parent Partnership Service.

3.1.3 The CSA strategy for training opportunities, to raise teachers and teaching assistants awareness of disability and to offer training in all aspects of disability, are organised by the Inspector for SEN. There are specific training events and regular termly update meetings to disseminate good practice and share information.

3.1.4 Training will cover such areas as:

- **Dyslexia** e.g. The Dyslexia Friendly Schools Initiative
- **Behaviour** e.g. Physical Intervention Techniques including 'Team Teach'
- **Physical disability** e.g. Manual Handling training for staff working with pupils with a physical disability;
- **Communication** for staff working with pupils with speech and language difficulties;
- **ASD** for staff working with pupils with Autistic Spectrum Disorder;
- **Sensory Impairment** for staff working with children and young people with hearing and visual impairment;
- **Good practice** Sessions organised by the SEN Monitoring team to give information on good practice observed in Cornwall schools;
- **Transport** Passenger Transport Unit (PTU)
- **Management Skills** assessment and response to need.

3.1.5 The CSA offers appropriate curriculum advice for schools in specific subject areas. For example, in design technology there is a need to advise on availability and location of specialist equipment, to advise if fixed specialist sinks, cookers, gas/water connections etc are required. The CSA team of specialist advisers will support schools in this area. Pupils with sensory impairment will need, advice can be given to give pupils access to DVD/videos

3.1.6 Cornwall CSA strongly endorses the view that all pupils, including pupils with disabilities, must be able to access after-school clubs/homework clubs etc. This includes independent child care clubs in schools. All pupils must have access to other activities such as field trips and school camps where issues regarding accessibility and availability of resources to support the pupil for long periods per day need consideration and resolution.

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3.1.7 Effective links with the three Primary Care Trusts, the Royal Cornwall Hospitals Trust, the Cornwall Partnership Trust, Social Services and the voluntary agencies are essential if disabled pupils are to be able to participate fully in the life of a school. Each agency has its own way of operation and the CSA will work with others to ensure a coherent and unified approach is developed to enable more inclusive activities for service users who are disabled. This will include appropriate links to each othersqwebsites.

3.2. Improving the physical environment of schools

3.2.1 This strand includes improvements to the physical environment of the school and physical aids to education. The environment includes steps, stairways, kerbs, exterior surfaces, parking areas, building entrances and exits. There are a number of improvements to physical access including ramps, handrails, lifts, widened doorways, adapted toilets etc. Physical aids to access might include ICT equipment, enlarged computer screens and keyboards, switches, specialist desks and chairs etc.Changing the physical environment can improve classroom acoustics, resulting in improved listening conditions for all pupils e.g. carpets, acoustic ceiling tiles.

3.2.2 All new buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to disabled pupils. The new Disability Discrimination Act means that the British building standards have been changed to incorporate its requirements and BS8300 deals with new buildings. This includes the provision of appropriate fire escapes or, where a disabled person cannot easily exit from a building in the event of fire, then a safe refuge area is provided where that person can wait in safety until the Fire Brigade attend the site.

3.2.3 The County has been undertaking an audit of every school since April 2000 and has compiled reports regarding the provisions of the Disability Discrimination Act. The Act sets National Standards and the reports deal with all disabilities including those with auditory impairment, visual impairment as well as physical disabilities.

3.2.4 Throughout the Act there is a duty to take reasonable steps to undertake work as required. This might well mean that there are some areas within a school which are legitimately defined as inaccessible, as it would not be reasonable to carry out adaptations to gain access to them. This could be because of the type of room it is, because it is replicated on the ground floor, or because the building is listed and adaptations would be very difficult or very costly etc. In some instances in the past it has been necessary for a pupil at a primary school to remain in the same classroom for

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more than one year because other rooms could not be made accessible. In these cases the pupils peers have also remained in that classroom. No pupil will be disadvantaged by such decisions.

3.2.5 All disabled access works undertaken at schools over the past 10 years, other than those undertaken under building regulations, have been based on the needs of individual pupils. The CSA will continue to focus on the needs of individual pupils to ensure the best use of the available funding.

3.2.6 The funding is currently targeted towards the needs of those pupils requiring adaptations and the CSA plans to continue upgrading premises over the coming 2 years using similar criteria. This will ensure that the needs of particular pupils are met and that the overall CSA building stock is improved for disabled access in a sensible and effective way. The CSA acknowledges that the Act requires all services to be accessible and every school will be assessed in order that future adaptation works will be known. Prioritisation of funding will continue to be targeted to those schools where existing or prospective pupils are known to require adaptation works.

3.2.7 The CSA will seek to plan ahead in an anticipatory way, through discussions with schools and through regular partnership meetings with Social Services, Health, the Early Years Partnership and the Special Needs team to obtain early indications of the needs of pupils moving into primary schools or transferring from primary to secondary schools. To this effect an Access Forum Review Group has been established to keep this strategy under review.

3.2.8 The CSA will inform schools and parents of the strategy and approach. Information will be made available regarding those schools which have had adaptations, such as significant works for wheelchair users, so that parents can make informed choices should their child have particular requirements.

3.2.9 Schools will need to bear in mind DDA issues when they undertake to let their premises to ensure access is available for the disabled and the CSA's general letting guidance will be updated to reflect the requirements of the DDA.

3.2.10 Schools will be encouraged to include accessibility issues. Accessibility issues including consideration of the acoustic environment as published in Building Bulletin 93, within any development schemes they may consider undertaking.

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3.2.11 The CSA will support schools as they formulate their plans to ensure that they are setting achievable goals and targets for making their premises more accessible. The accessibility survey for each school will show what action can be taken towards implementing works either for a pupil who is to attend, or for a member of the general public who might wish to gain access, but who is prevented or restricted from doing so due to the building. These plans, goals and targets will be reviewed and reported on annually by governors to parents.

3.3 Improving the delivery of information to disabled pupils

3.3.1 The CSA has effective support services to provide for individual children with low incidence disabilities including hearing and visual impairment and physical disability. This involves close working with Health and Social Services and includes helping schools to make written material available in alternative formats for individual pupils.

3.3.2 Schools can access information on these specialist support services via this website.

The specialist teams are as follows:

- The Educational Psychology Service;
- The Education Welfare Service;
- The Vision Support Service;
- The Hearing Support Service;
- The Communication Support Service including specialist advisers for pupils with ASD and the Speech and Language Team;
- The Behaviour Support Service including Area Services, educational psychologists, early years autism and portage;
- The Dyslexia Team;
- The Early Years Service, including Area SENCos, educational psychologists, early years, autism and portage;
- The Specialist Social Workers;
- The Service for Physically Disabled Pupils.

3.3.3 Publications can be made available in Braille. Minicomms can be provided. The use of Mini-comms is covered as part of the training programme.

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3.3.4 There are effective quality assurance systems in place to monitor the quality of service delivery. These include targeted interviews with parents and headteachers, self review activities and a systematic analysis of specific cases. Information on these procedures is available on request.

4. Access audit and review of accessibility of all schools

4.1 This strategy has been developed after the audit of current provision has been completed. The audit of all schools began in April 2000 and all reports are now complete. Schools have received a copy of their audit report for comment and appropriate action. This audit has been possible with the help of the School Access Initiative (SAI) and the Asset Management Plan suitability assessments.

4.2 The strategy will continue to be based on the needs of individual pupils to ensure the best use of the available funding. The CSA plans to continue to upgrade premises over the coming 2 years using the similar criteria to recent years to ensure that the needs of particular pupils are met and that the overall CSA building stock is improved for disabled access in a sensible and effective way. As part of Private Finance Initiative Scheme 2, the CSA are proposing to make the schools involved completely disabled friendly, whether they have disabled pupils on roll or not. When the Building Schools for the Future initiative is rolled out in Cornwall then all secondary schools will be made fully compliant.

4.3 Appropriate plans will be developed and actions identified to prioritise work. Liaison with other agencies will be comprehensive to ensure all relevant information is available such as the numbers of live births, the likely population of disabled pupils, parental choice of schools etc.

4.4 Work has been undertaken to clarify the future role of the four special schools and the Area Resource Bases in Cornwall to ensure the best use is made of staff expertise, facilities for the training of staff and parents, and curriculum resources.

4.5 Adequate resources will be made available to implement this accessibility strategy using revenue and capital funding. Specific goals and targets will be set when all audits have been shared with schools and information on individual pupils has been obtained. These goals and targets will be measurable and appropriate review and evaluation procedures will be established.

5. Specific achievements

- Arrange training events to raise awareness of the DDA and its implications for schools;
- Assist schools in writing their accessibility plans;

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- Organise training to cover all areas of disability;
- Provide information on all other training events in an easy-to-read format with appropriate contact points and/or names on the Individual Needs web pages on the County Council web site
- Offer appropriate curriculum advice for schools in working with pupils with disabilities in subject areas;
- Provide information on appropriate support for pupils in order that they can access after-school clubs/homework clubs, school trips, school camps, etc.;
- Make available to all schools the audit report on their school regarding the provisions of the Disability Discrimination Act;
- Focus on the needs of individual pupils when improving physical access to school buildings to ensure the best use of the available funding;
- Continue to upgrade premises over the coming 2 years using the same criteria;
- Inform schools and parents of the strategy and approach;
- Make information available regarding those schools which have had adaptations, such as significant works for wheelchair users, so that parents can make informed choices should their child have particular requirements;
- Support schools as they formulate their plans to ensure that they are setting achievable goals and targets for making their premises more accessible;
- Provide effective support services for individual children with low incidence disabilities;
- Provide information on these specialist support services via the Special Education website;
- Prioritise funding to target those schools where pupils are known to require adaptation works;
- Plan ahead, through discussions with schools and through regular partnership meetings with Social Services, Health, the Early Years Partnership and the Special Needs team, to obtain early indications of the needs of pupils moving into primary schools or transferring from primary to secondary schools;
- Provide appropriate resources to implement the accessibility strategy;
- Consult with all schools and others on this strategy;
- Review and evaluate the strategy;
- Publish information on the effectiveness of the support services;
- Clearly define the role of the four special schools

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6. Consultation

This accessibility strategy will be kept under regular annual review by the Access Review Group.

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