



SCHOOL ACCESSIBILITY PLAN

2019-2021

Staff/Parents/children/Governors consulted: Yes

Date ratified by the Governing Body: Buildings Committee March 2019

Review date: 2 yearly March 2021 Spring Term Buildings Committee (now known as the F,P and B committee)

Person(s) responsible for implementing and monitoring the policy

The policy will be will be implemented and monitored by the School Business Manager, SENDCO, HI lead teacher and Head teacher respectively.

Vision

Toddington St George Church of England School (Diocese of St Albans) is an inclusive Christian community in which the curriculum is underpinned by agreed values based on Christian teaching.

The strategic plan, aims and policies enable every member of the school community to be valued as a child of God where they are given the opportunity to be inspired, challenged and supported in their learning and to receive committed, conscientious pastoral care.

This is embodied in the TSG school vision '**Lighting a Spark in Every Child**'.

School Ethos

We believe that all children in the community should be able to attend their local school if the education it is able to provide meets their general needs. Modifications should be made to eliminate physical barriers, issues of staff expertise and specific resource problems to allow children with disabilities or medical conditions access to the same curriculum as their peers, as long as the provision made for all other pupils is not affected in a detrimental way.

It is understood that there may be instances where a disability affecting a parent/carer rather than a child should be considered, to ensure access to school equal to that of other families.

All amendments to the accessibility plan will ensure the school complies with the schools' Equality plan, the DDA and any new legislation as occurs e.g. Prevent 2015-16 to current updates, school Lockdown Policy and Emergency Plan 2013-2014, updated annually).

Process and format

- A joint staff / governor group initially considered the audit checklist provided by the LA to assess the current situation regarding access to the curriculum for all pupils. The checklist and accompanying information is very comprehensive and proved to be a good guide in producing this document.
- In order to ensure that no area is overlooked, those aspects of the checklist that are already in place have been identified in the first part of the plan. Changes to the building or organisation have been identified at each review and given a time scale for necessary works/bids in the second part of this plan.
- Exact costings and sources of funding have not been included at this stage, but provision has been made for figures to be added in the light of grant funding that may be made available in the coming financial year.

The following provision is already in place;

1 Curriculum

- Lessons are differentiated and monitored
- Lessons use a range of teaching strategies, format and groupings
- All pupils are expected to take part in every subject in the curriculum *(but disability PE options will be offered as appropriate e.g. horse riding /swimming if Games sessions not suitable)*
- Additional support or time is allowed for assessments according to pupils' needs
- Specific programmes are followed where specified and will be supported by relevant resources under the access initiative scheme e.g. OT exercises used instead of class PE as needed, use of visualiser for VI pupils as advised, use of sound systems for HI pupils, use of technology to support any pupil with a disability and or statement as required by that statement e.g. voice activated software, computer access, visualiser use, I pad or laptop access, audio equipment, touch typing, sound field systems etc.
- High expectations are maintained for all pupils, including those with a disability
- Staff seek to remove barriers to learning for all pupils including those with a disability, through the use of precise PFP's (Personal Focus Plans) and discussions based on advice from professionals
- No child is excluded from a school visit on accessibility grounds
- Details of all visits are provided for parents well in advance of the day.
- Attitudes and behaviour of both staff and children are very positive and supportive of all equality issues (see Objectives and Plan)
- Open evenings and all parent meetings are conducted in a way that ensures access to parents.

2. Physical Environment

- The route to the main school entrance is flat and unobstructed
- Routes into the building are signed clearly.
- Access to the site is not hampered by steps other than to the Yr. 2 corridor (an alternative entrance is available)
- Modifications have been made to classrooms and ceilings to reduce background noise to specifically support HI pupils where possible and as building developments permit
- When purchased appropriate flooring and carpeting is selected to minimise noise for children with HI/ASD/ADHD needs
- Windows are fitted with blinds to reduce glare
- Colour schemes are reviewed to be appropriate for pupils with visual impairment or ASD
- Classrooms are evenly lit to support HI needs in particular
- Tables are available for use by all pupils - range of sizes available
- Play areas are accessible to disabled pupils (e.g. ramps, lighting, grab handles, play equipment) and will be painted/amended as recommended by VI team to ensure safety for visually impaired pupils (striped tape or bright painting of trees, ramps, door entries, staging)
- Trim trail access identifies need for child with disability needs to be accompanied and will be modified for individual need as finances allow
- Dining area is accessible to disabled pupils - hatch low enough
- A range of dietary needs is catered for

- The main door is wide enough for wheelchair access and entrance hall provides enough space for wheelchairs to be manoeuvred
- Handrails exist where there are ramped entrances on site
- Exit routes are clearly signed and free from obstacles
- All exit doors open outwards
- There are no steps or other barriers to wheelchair access on the ground floor (Yr. corridor can be accessed via a portable ramp and another access is available)
- All main access routes are well lit
- Pathways around the site are generally level and unobstructed
- I W B are at a level that all children can access and relevant resources will support access e.g. small steps, ramps or individual tablets aligned to the IWB programmes.
- Range of furniture –seating, angled desk top boards available as EHCP/ statemented needs direct. Ongoing advice from physio and OT is added as necessary.
- Children with specific toileting needs or medical needs relating to SEN D needs medical care plans are accommodated for on site in toilet/medical rooms on the main school and in the Nursery.
- Staff are trained for pediatric first aid, manual handling /medical care plan needs/relevant first aid and personal care as appropriate.

3. Written Information

- Information for parents is provided in clear language and translated as necessary
- Information will be recorded, texted or braille used as necessary for Parents and Carers
- Signing is provided in support of videos/DVD/IWB work in classes with children with HI needs
- Information is provided in a way that is user friendly for all needs using a range of technology
- White boards are used in classrooms but a variety of coloured pens and background settings are available for visual purposes
- Facilities are available to produce written information in different formats
- Staff are trained to use specific equipment for disabled pupils as required and manuals are provided as necessary
- I W B work will be bold or coloured as necessary to support a VI pupil or child with dyslexia (or any other need as identified on their statement).
- Use of technology (such as a tablet/I pad) to support I W B work will be provided for pupils with specific needs

ACCESSIBILITY PLAN (Two yearly review)

PROPOSAL	ACTIONS	TIMESCALE/ FREQUENCY	COMMENTS and updates
1. CURRICULUM			
Appropriate ICT provision/technological equipment for pupils with disabilities.	Laptop PC's, visualiser, tablets/l pads, voice activated software and other ICT equipment Support statement be purchased	As needed in statements.	Continue to expand I pad usage and Apps to support dyslexia, Communicate and print etc.
Appropriate training for SENDCo, SNAS, teachers & LSA's.	Continue to ensure that those people working directly with a pupil with specific needs or a pupil with a disability understand the nature of his/her difficulty, receive appropriate training and that adequate links develop with the child's therapy unit. Regular updates to be sought by professionals as needed –from the pre -school, other schools, professionals. especially as a child changes school, setting or classes.	As needed.	Current guidance from EP Edwin Lobo CDC OT Physio HI Tof D VI teacher SALT
SEND and DDA training for all staff.	Identify recommendations and ensure staff are fully aware of all implications.	Ongoing annually and termly updates as needed	INSET day session complete. Further training as courses available. Staff training log checked annually and up to date for the needs of current Yr. 1-4 pupils Needs of new children in school reviewed annually. Handover each year to include appropriate training guidance for new Class teacher and support staff by SENDCO.
Conduct governor review of behaviour and anti- bullying policy to ensure pupils with SEND and disability needs are met.	Curriculum Committee review policy regularly	Annual review	Checked and monitored via CPOMS/Behaviour log and HT report to Governors.
Conduct governor review of H&S policy to ensure pupils with SEND and disability needs are met.	Buildings Committee review policy regularly	Two yearly review –or more regularly as necessary	Completed Summer 2011/12 and reviewed annually. Back playground review for Sept 2014 for VI to be conducted by VI team summer term 2014. New playground layout review 2016. New surface 2018, new security gates ,new lighting 2020, use of ramps 2020

Ensure specialist support from outside agencies (e.g. speech therapy) identified in EHCP /Statements is in place.	Review individual statements	Ongoing	School ensures this happens where support is available (see SEND files).
Ensure access to all parent meetings for disabled parents as well as pupils.	Include the necessary restrictions on the sites of meetings in SEND /Inclusion Policy.	Annual review	Access through front door (flat entrance). Staff will change location of meetings as required. Yr. 4 fire door ramp added.). Ramp to shed and Yr. 4 huts replaced. New Handrail to back playground gate to be sourced 2020-21
Record access requirements of parents and pupils with disability needs	Amend the school Registration Form to request needs of all family members.	Annual review	Completed-reviewed annually. Grab handles to added. Handrail added. New Handrail to be added to back playground gate 2020-21.
Provision of accessible transport.	Information to be requested on new Registration Form. Alert LA to specific requirements at earliest opportunity.	As Needed	Completed and ongoing – checked termly. (See transport records)
Conduct governor review of current signposting of location of the school.	Governors to consider the implications of further advertising the location of the school site.	Review after each building project	Completed. Additional road markings as part of school travel plan. Signage for Toddington Childcare and entrance to added. Academy signage added. New signage –new chalets in place.
Provide a parking bay for disabled drivers.	Buildings Committee to consider this as part of the renovation of playground and car park markings.	Review after any building project	Completed Re marked summer 2017 and 2018. Remarked 2019
Establish policy for ensuring classes containing pupils with disability needs is correctly sited.	Added to the SEND /Inclusion Policy.	Annual review	Reviewed & organised according to needs. Annual review occurs.
Gather information regarding possible changes to sinks, seating etc. that may be required by a disabled pupil	Dependent on child's individual needs	As needed	As needed – reviewed at every annual review and outside agency meeting. Upgraded 07 / 08 /11/15.Review annually for pupil with achondroplasia to 2021
Provide toilet and medical facilities for disabled pupils and adults.	Buildings Committee to ensure that new facilities are included as any pupil increase and according to building regulations.	Work completed as required annually	Completed 2004. Improved 2007/2009/ 2010. Review annually re achondroplasia to 2021

2. PHYSICAL ENVIRONMENT			
<p>Accessible call system needed at main entrance.</p>	<p>Fit new system at an appropriate height for wheelchair bound adults to reach.</p> <p>Provide a low level bell push to attract attention of office staff.</p> <p>Ensure that print only signs around the building are replaced with multi-sensory signs.</p> <p>Modify security monitoring to ensure office staff have visual contact with wheelchair bound adults and children.</p>	<p>Annual review</p> <p>As needed</p> <p>September 2016</p>	<p>Not considered necessary as glass door – everyone visible to reception. Signage. Improved 08/09. Access reviewed 2013-2014 and bell /hatch added at appropriate height. Bell and access at front car park gate added 2016.</p> <p>As needed. Bold signage for VI pupil as necessary.</p> <p>Reception area moved to immediately behind glass doors. New security doors at front of school and revised receptionist arrangements 2013-2014. Lower level bell to car park gate 2016. CIF work- gates/access 2017-18</p>
<p>Alarms for all pupils/staff.</p>	<p>Building Committee to gather information and produce plans for the installation of a wider range of alarms throughout the school beginning with the installation of visual alarms for the HI pupils.</p>	<p>Annual review</p>	<p>Alarm system now incorporates visual alarms for hearing impaired children May 2008. Checked annually. Reviewed with emergency plan 2015-2016. Added 2018.</p>
<p>Evacuation plans and Emergency plans</p>	<p>HT to approach Fire Service to arrange evacuation training for all staff, with particular emphasis on actions to be taken with disabled pupils/staff.</p>	<p>Annual review</p>	<p>Complete & regularly reviewed. – Fire Warden training completed 2007. Drill now also will include Toddington Childcare from 11/2008. Fire warden training-two staff. Fire log and lockdown and emergency procedures /evacuation in place. New Nursery Fire warden trained 2017. Fire Service review of policy.</p>
<p>Extend wheelchair access to all classrooms</p>	<p>Ramps to be provided for the classrooms opening onto the field. All external doors to be checked and ramp provision planned by the Building Committee.</p> <p>Concrete ramp to back fire doors to be added.</p>	<p>Annual review</p>	<p>Portable ramp is available and portable step for children with mobility needs but not requiring a wheelchair.</p> <p>Ramp installed to back fire doors.- completed 08 and replaced 2010-11. Additional ramp to chalets 2018-2019</p>

Classroom suitability	Ensure lighting, sound and blinds correct for all pupils especially VI and HI needs	Review annually as children change classes	New blinds for new chalets 2017. Improve flooring to ensure better sound for all areas as bids/finances become available. . Additional ceiling panels for all areas where HI children are taught and sound indicators show need for additional ceiling panels. Completed in Chalets ceilings 2017.
Playground safety	Bright paint or tape on trees and uprights and also flatter surfaces e.g. stage, playground edges Shed to securely store Specialist trike for child with mobility needs.	Nursery play area completed and Reception area completed .Review annually	Review and re paint back playground edges and stage. As needed in statement.
Provision of tactile guides. Versions of information in a range of formats and print.	Building Committee to identify aspects of building use that may require tactile guides to support adults or children with visual impairment. Governing body to identify different ways information about the school should be presented to ensure access by any parent with a disability. Make preparations providing school information in different ways e.g. Website videos/text2 parents/email Ensure that the Registration Form is revised to provide parents with the opportunity to request their preferred format Consult individual parents in order to cater precisely to their needs.	Ongoing annual review	Tactile guides are not needed at present.

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