



Raeburn Primary School Accessibility Plan 2018-2021

At Raeburn we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning journey'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

Definition of disability

The definition of disability under the law is a wide one. A disabled person is someone who has a

- *Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.*

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.)

Areas of planning responsibilities

Increasing access for disabled pupils to the school **curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Improving access to the **physical environment** of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of **written information** to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Raeburn Primary School is in its 50th year. Many parts of the original building are still the same, with extensions and adaptations to the build over the years. The building is all at ground level and has good accessibility.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. We have a small number of pupils and parents who have a hearing impairment

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always had access to a range of after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation, behaviour management and recording methods Online learning if required.	On-going and as required	SENDCO	Raised new staff confidence in strategies for differentiation and increased pupil participation
Ensure teachers and classroom support staff have specific training on disability issues.	Be aware of staff training needs Staff access appropriate CPD eg ADHD, ASC SPLd Also physical disabilities. Online learning modules if required	As required Staff meeting agenda schedule	SENDCO	Raised awareness, skills and confidence of staff when working with children with specific needs.
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual support plans or healthcare plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENDCO	All staff aware of individuals needs
Use ICT software to support Learning	Make sure hardware/software installed where needed	As required	ICT	Wider use of SEND resources in classrooms
Ensure all new starters are welcomed rapidly and their needs known and met straight away	Create 'All about Me' books for all new starters to complete upon entry to Raeburn. Families to complete prior to starting.	By End of Summer Term	Office Staff in conjunction with HT	All New starters will complete the 'All about Me' book. Teachers will be even better prepared when new children enter their classes mid year.
All educational visits continue to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Ensure PE continues to be	Gather information on accessible PE and	As required	PE co-ordinator	All to have access to PE and be able

accessible to all	disability sports Heighten the profile of disabled sports people			to excel
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Improving access to the physical environment of the school

Raeburn Primary School is a large school. It is hoped that in the near future we will be able to expand the buildings and to improve the facilities. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create support plans for individual disabled pupils when required Be aware of staff, governors and parents access needs and meet as appropriate Through questionnaires and discussions and meetings find out the access needs of parents, pupils and staff Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	As required Induction and on-going if required Annually Recruitment process	SENDCO Headteacher	Plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout and use of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering year group classes and any alterations to the building.	As required	Head/ Governors/ Site Manager / School Surveyor	Building is accessible and usable by all disabled pupils ,carers and staff
Parents and Carers have any disabilities and physical needs met	School welcome pack to include form for parents to inform school of any disabilities that may affect them when visiting the premises	By Summer 2018	Office Staff	All new starters are given request for help form so parents/ carers can make school aware of any additional needs that we can support them with
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site Manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required Each Sept	SENDCO SENDCO	All disabled pupils and staff working alongside are safe in the event of a fire



Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	ICT -OT	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate Weekly	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent escape routes.

Improving the delivery of written information to disabled pupils and stakeholders

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired. Ensure website informs viewers that paper copies of documents are available and that large print is also available upon request	During induction On-going Current	School Office	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication which meets the needs of all.
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and other accessible information	On-going	SENDCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly review formats	On-going	SENDCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Ongoing	SENDCO	Confidence of parents to access their child's education

Provide information in other languages for pupils or prospective pupils and parents who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	Ongoing	School Office	All can access information about the school