

Exminster Community Primary School

Accessibility Statement and 3 Year Plan 2014 - 2017

At Exminster C.P. School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area '.

Under Part 4 of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) schools and LAs must not treat disabled students less favourably without justification, and must make reasonable adjustments to ensure they are not disadvantaged compared to their peers. They must plan strategically to increase access to schools and the curriculum over time (schools must produce an accessibility plan setting out how they will do this and LAs must produce an accessibility strategy).

The three areas to be covered within the accessibility plan are as follows:

1. Increasing access to the curriculum
2. Making improvements to the physical environment of the school to increase access
3. To make written information accessible to pupils in a range of different ways

The following statement will consider the work which has already been carried out and the strategies which are currently in place to meet the needs of disabled students. The plan will set out the adjustments which will need to be carried out over the next three years in order to enhance accessibility to Exminster Community Primary School for Disabled Pupils. The plan has been created through discussions with all staff during INSET and staff meetings. The School Council have gathered the views of all children regarding accessibility. The views of all parents have been considered through parental questionnaires and meetings have been held with parents of disabled pupils in order to get a clear picture of how the school needs to move forward.

What adjustments are already in place for disabled pupils at Exminster Community Primary School?

Improving the Physical Environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services.

Adjustment	Impact
The main building is all on one level with ramped access to the rear. The school may be approached from an inclined path at the front.	Parents and pupils in wheelchairs are able to access the school.
12 out of 14 classrooms are easily accessible for wheelchair users.	Parents and children using wheelchairs are able to access the school and are able to move around the school with limited difficulty.
Two disabled toilets are available, fitted with showers and hoists.	Wheelchair users and pupils requiring intimate care can be facilitated by the school, whilst maintaining dignity.
There is a disabled parking bay at the rear of the school. Wheelchair is available for use by disabled people in school.	Wheelchair users or people with physical impairments are able to access the school.
Multi sensory room available for pupils with sensory, behavioural, emotional or physical needs.	Pupils with emotional, behavioural or physical needs can receive therapy in a purpose built area.
Fortnightly donkey sanctuary visits. Offsite educational visits which offer donkey rides and educational opportunities.	Where the school is unable to provide access to animals for therapeutic work, access to the donkey sanctuary with transport built in offers disabled pupils this opportunity.
Links with specialist provisions, integration two way.	Pupils from Exminster are able to access facilities, such as the hydro therapy pool at Ellen Tinkham which they do not have access to at Exminster. Pupils from Ellen Tinkham have the opportunity to integrate with mainstream children in order to develop social skills.
Eating areas in the hall adapted to meet the needs of disabled pupils.	Pupils with sensory impairment are able to access the hall with adaptations such as screens and placements of tables being considered. Pupils with allergies are able to eat in the hall with their peers with alternative seating arrangements being set up.
Sound Field System available in pupils' main class room. Microphone system is used in the hall during assemblies.	Hearing Impaired pupil is able to access whole class learning.
Signs available around the school in different formats (symbols/different language) .	Clarity for all stake holders when moving around the school.

Increasing the extent to which disabled pupils can participate in the school curriculum

Adjustment	Impact
Whole Staff Medical Training	Staff aware of how to deal with pupils with a range of medical conditions – Epipen/Asthma.
Whole Staff TEAM Teach Training	All staff aware of how to positively handle pupils demonstrating challenging behaviour. Positive Handling Plans in place to work through de-escalation strategies to minimise the need to use Positive Handling.
Use of a range of symbols (Widgit) and signs (Makaton) with a total communication approach to learning.	Pupils with communication difficulties are supported through the use of signing and symbols in order to communicate meaning.
Social Stories and Comic Strip conversation used to support pupils with learning routines, managing behaviours and transitions.	Pupils are prepared for situations which they may find difficult and desirable behaviour is modelled through the use of social stories. Incidents which have occurred on the playground are discussed through comic strip conversation to try to support the child's understanding of what has occurred.
ICT access for pupils with motor skills difficulties. Laptops and Tablets.	Laptops are made available for disabled pupils if access to learning can be improved through their use. Alphasmarts are used for children with handwriting difficulties.
Individual Work Stations and adapted seating arrangements.	Disabled pupils may benefit from individual work stations which enable a more private working area.
Resources for pupils with motor skill and sensory difficulties – wedge cushions, sloping boards, pencil grips.	Pupils are able to work in a comfortable position which takes consideration of their motor skill difficulties.
Additional support at break times and lunchtimes for pupils who struggle during these unstructured times.	Pupils are able to take part in play times with an adult who can support them and offer them reassurance.
Individual Workstations	Pupils with sensory issues and behavioural needs can have their own space away from distractions.
Wake Up Shake Up	All pupils are able to warm up their bodies and brains before the start of academic work. Pupils with sensory needs are able to shake off excess energy.
BEAM Motor Skills Assessment in Reception and structured motor skills interventions	All pupils are screened for gross motor skills difficulties which may later impact on their learning.
Visual timetables – Whole class and individual	Pupils are prepared for the daily routine and are for warned of changes using this method, when possible.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Adjustment	Impact
Newsletters provided in electronic format.	Parents/pupils with visual impairment difficulties can adapt the font size and style to suite their own vision.
Worksheets can be differentiated by colour and content to suit the needs of various pupils.	Pupils with Dyslexia or Irlens Syndrome can have their visual needs supported.
Sans serif font or comic sans used for work sheets for children where a cursive font is not appropriate	Clear worksheets which aid access to lessons and understanding.
Classrooms and corridors have pictorial clues and key words are displayed to aid understanding and navigation.	Various areas of the school have Widgeits explaining what they are to try to support navigation.
School web site is simple and easy to use.	School web site is clear and easy to navigate.

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Improving the Physical Environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services.

Action	Who?	Resources	By Date	Success Criteria	Monitoring	Progress
Restricted space within classrooms Maintain adequate space in class rooms to ensure access for all.	All staff to be aware of keeping classrooms uncluttered. Where a pupils in a wheelchair or with physical difficulties is in a classroom an audit of their needs and access needs to take place.	Staff time in classroom organisation.	Ongoing	Pupils with physical difficulties are able to access the school and all areas with it.	Can pupils with physical difficulties move effectively around their classrooms.	
Spaces between tables in the hall at lunchtime Maintain appropriate table arrangements in the hall at lunchtimes.	MTAs and kitchen staff to be aware of leaving space when setting out tables.	MTA time	Ongoing	Pupils with physical difficulties are able to move around the hall.	Is there space to move around the hall during lunchtime.	
Annual monitoring of markings on steps. Maintain re-painting programme of markings on steps and identification of other areas around the school where marking are necessary.	Governors, sites and building committee.	Governor time.	Annual monitoring during site visits	All steps clearly marked.	Are the steps marked clearly.	
Audio equipment in the hall to be accessible and working. Look into getting a Sound Field System set up in the hall. Maintain audio equipment and Sound Field Systems. Ensure they are in good working order through regular maintenance checks.	All staff involved in assemblies to be aware of wearing microphone or using the large microphone to aid amplification. DIW to ensure staff involved in the assemblies/work in the hall are using the appropriate audio equipment. Annual servicing of the audio equipment in the school hall	DIW time Two quotes available showing the cost of servicing the audio equipment	Annualy	Sound Field System or amplification device in the hall is working correctly at all times.	Can pupils with hearing impairments hear effectively in the hall?	
Background noises to be reduced in hall	Kitchen staff to be asked by SMT not to use the potato peeler during	No cost	Ongoing	Assemblies not disturbed by the potato peeler.	Are pupils and staff able to be	

during assemblies. Maintain the awareness of the kitchen staff with regards to appropriate times to use loud machinery.	assembly times.				heard during assemblies.	
All classrooms to be accessible to wheelchair users. Maintain the access to all classrooms to ensure they are always accessible to wheelchair users.	All staff to be aware of keeping access points to classrooms uncluttered.	Staff time in classroom organisation	Ongoing	All classrooms accessible to wheelchair users.	Are wheelchair users able to access all classrooms?	
Continue to develop secure/safe areas for individual pupils needing a quiet/time out area, where lessons cannot be disturbed.	SENCo to continue reflecting, and adapting if necessary, the current areas of the school used by individual pupils as a quiet/time out area.	SENCo and support staff time when required	Ongoing	Area available for pupils to calm down in and de escalate without causing disturbance to other pupils around the school.	Are lessons disturbed by pupils in crisis?	
Repairs and upgrades to multi sensory room.	SENCo and ISA to audit the equipment in the multi-sensory room and make decisions about which equipment should be repaired as a priority.	Two quotes available showing the cost of repairing the selected equipment	2015 – 2016	All equipment within the multi sensory room in working order and available to meet the needs of pupils with BESD and Physical and sensory needs.	Is all the equipment in the multisensory room working? Is there a range of equipment available to meet the needs of pupils with BESD and Physical and sensory difficulties.	
Projector in hall to be serviced and maintained in good working order	ICT technician to recommend an appropriate service plan for the projector.	ICT co-ordinator to source quotes for servicing and repairing the hall projector.	2015-2016	Projector available in hall to aid inclusion and access during assemblies.	Is there a projector in the hall? Is it working?	
Increased access to Sound Field Systems around the school.	SENCo to liaise with Devon County Council to see whether there are funds or schemes available for further Field Sound Systems	Approx £1500 per class.	Ongoing-	Sound Field Systems available within more classes.	Which classes have Sound Field Systems?	

Maintain the clear corridors with efficient storage areas to limit clutter.	Co-ordinators to consider the storage of equipment prior to purchasing it. Co-ordinators to consider funding storage cupboards through their own budgets.	Approx £200 per cupboard	Ongoing	Corridors clear of clutter and equipment stored away effectively.	Are corridors cluttered or clear? Is equipment visible?	
Maintain clear signage showing accessibility for wheelchair users needing ramps.	Sites and Buildings committee to audit signage around the school premises, and ensure it gives wheelchair users a clear indication of where ramps are.	Cost of replacing/new signage	Ongoing	Wheelchair users are able to see how to access the school via ramps.	Is there clear signage across the whole school site which shows wheelchair users how to get into the school?	

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Action	Who?	Resources	By Date	Success Criteria	Monitoring	Progress
Promotion to become a more Deaf aware school.	SENCo and DIW to work strategies which all staff can implement to aid the promotion of becoming a more Deaf aware school.	DIW time	Summer Term 2016	The school becomes a more deaf aware environment.	Is there evidence that the school has become a more deaf aware environment?	
Maintain the cycle of training to support LSA's in access to resources which support pupils with a range of needs and disabilities.	SENCo and LSA's to develop a library of resources and guides to support pupils.	Purchase of resources and literature £200 per annum	2013 – 2016 Devon Dyslexia Award	Library of resources available. Staff know where to go to get resources to support a child.	Do staff know where to get resources to support a child?	
Maintain the system of whole school awareness of the needs of SEN pupils and strategies for supporting them.	SENCo and class teachers to discuss the needs of SEN pupils/and pupils with disabilities at the weekly staff meetings during Special Children time. Rotation of pupils requiring awareness of needs. Class teachers update the Pupil Passports and Provision Mapping for all SEN children on a termly basis.	Staff meeting time	Ongoing	Staff aware of how to support pupils with SEN. Clear transition between classes.	Are staff aware of how to handle and support the needs of pupils with disabilities?	
Maintain the effective communication of Individual Healthcare Plans.	SENCo, class teachers, LSAs and parents to be involved in the creation of Individual Healthcare Plans. Staff to be aware of pupils requiring IHPs and to know where to find the IHP.	Time of class teachers and SENCo	Ongoing	IHPs in place, signed and agreed by staff and parents. Staff aware of the pupils requiring IHPs and the strategies explained within them.	Do staff know which children have IHPs? Do staff know how to handle a child with a IHP and the strategies set out?	
Maintain the clear storage and ease of access to resources to support SEN.	SENCo to ensure the clear storage and ease of access of resources, and to ensure staff are aware of what is available.	No cost	Ongoing	SEN resources are available for pupils requiring them and returned once used. Staff have a knowledge of what is available and where they can get it.	Do staff know where to find specific SEN resources?	
Audit of skills and	SENCo to co-ordinate the creation	SENCo time	Autumn 2016	Staff know who they can	Are staff aware of	

knowledge of key members of staff with regards SEN and disability.	of an audit of staff skills regarding Disability and ASD. Audit to be backed up by clear training.	Staff Meeting LSA Meeting		go to to get information regarding a particular disability or a strategy to support a disability.	the skills and knowledge of their colleagues related to the support of pupils with disabilities.	
Re-evaluate the appropriateness of the display policy and how the classroom environment is used effectively to support their access to lessons.	Subject Co-ordinators to discuss the use of displays for their subject and to encourage good practice to aid accessibility.	Staff Meeting led by SLT	Autumn 2015	Display policy clearly evident when looking around the school. Accessibility has been considered in the classrooms displays.	Is there a clear display policy to support accessibility evident in the displays around the school?	
Maintain the implementation of whole school policy on resources available in classes to aid access to literacy and numeracy.	Subject co-ordinators to consider the resources which should be available to support the learning of pupils. To create a checklist for their subject and to make the resources available.	Staff Meeting/Co-ordinator time Resources	Ongoing	Consistent resources available in all classes to support the learning of pupils with disabilities.	Are there common resources available in all classes?	
Maintain the options available at playtime to reduce stress, so that children can access learning more successfully.	SLT, SENCo, school staff to monitor what options are offered during unstructured playtimes and develop new opportunities if required.	Staff time	Ongoing	Pupils able to cope with play times without becoming anxious, able to return to classrooms ready to learn.	Are there a variety of options and activities open to pupils during lunchtimes and playtimes?	
Monitor LSA support of 1:1 pupils to work towards the child not becoming reliant on adult support.	SENCo and SLT to monitor the use of LSA's in the classrooms.	SENCo and SLT time for monitoring of lessons.	Ongoing	LSA's continue to be used effectively and have a positive impact on the learning of pupils.	Are LSAs being used effectively to support the learning of pupils while encouraging independence.	

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Action	Who?	Resources	By Date	Success Criteria	Monitoring	Progress
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To maintain the ease of accessibility to the web site; consideration of fonts used to enable access for all.	ICT Co-ordinator, web site manager and technician to investigate ways of enabling a variety of text styles on the current site.	Software Staff time	Ongoing	Website can be viewed in a variety of text styles and fonts.	Is the web site accessible for people with visual impairments?	
Maintain the quality of the presentation of letters which are sent home to parents.	All staff to consider the photocopying quality of the letters which they send home. Business manager and administration staff to ensure the smooth running of the photocopiers to maintain high quality resolution.	Cost of upkeep of the photocopiers.	Ongoing	All letters sent home clearly printed.	Are all letters that are sent home clearly printed?	
Maintain the ease of access to the weekly school newsletter.	Administrator, head teacher and staff.	Printing costs of newsletters – coloured email versions and black and white printed.	Ongoing	Newsletters are visually stimulating and accessible for parents and pupils with disabilities related to reading text.	Is the newsletter accessible to people with disabilities related to text?	