

Pensans Community Primary School
‘Learning For Life’

Access Management Plan
September 2016 – August 2017

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Context

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) by:

Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.

Reference of this plan will be made available in the following areas

- The School Prospectus
- Staff Handbook
- The School complaints procedure
- The School website.

The Accessibility Plan will be monitored through the Governor Finance & Standards Committee and may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

This plan should be read in conjunction with other relevant documents including:

- Equality of Opportunity Policy.
- Special Educational Needs Policy.
- Common Curriculum Policy.
- School Evaluation and Development Plans.
- Health & Safety Policy
- Behavioral Management Policy
- School Prospectus.

Definition of Disability (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person’s ability to carry out normal day to day activities.....”

Introduction

This plan considers current arrangements and facilities in place for pupils with access needs, and covers the school's ongoing commitment to ensuring pupils have ease of access to the school premises, learning and recreational facilities. The plan will set out a clear message of how and where access will be improved.

The plan has considered information given in the Local Authority Audit (2002) and subsequent audit completed by Cornwall Council Building Control in September 2013. The results of this audit are included in the plan. This Accessibility Plan will be reviewed annually in respect of progress and outcomes. The Accessibility Plan for the period 2013 to 2016 was considered in completing this 2016/2017 plan. Considerable progress was made on this plan including a substantial improvement to the front entrance and accessway to the school.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority and Trust will monitor the school's activity under the Equality Act 2010 (and Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Schools Access Initiative (SAI)

Cornwall Council (SAI) budget does provide capital funding for academies to make them more accessible to disabled children. It can be used for items such as lifts, ramps, accessible toilets, drop kerbs, hygiene rooms, hoists and handrails. Funding is allocated on a child-led basis for schools that currently have, or are due to have, one or more disabled pupils on roll. Funding is also considered for disabled parents, staff or governors in the school. Appropriate funding will be allocated according to the individual's circumstances and requirements and budget available. The Education Capital Strategy Officer (ECSO) from the Place Planning, Access and Inclusion Team liaises closely with Occupational Therapy (OT) colleagues, who are aware of pupils transferring between schools and will also advise of new cases. Once a request has been made, it is likely that the child's OT and the ECSO, will agree the scope of work on site with the council's framework building contractors.

Vision Statement

Dyskans Rag Bewnans – “Learning for Life”

Aims

Pensans School will achieve this vision by...

- Providing a school environment where children feel nurtured, happy, confident, safe, secure and valued.
- Offering the children a challenging and engaging curriculum that develops core skills in all areas, independent learning dispositions and achieves high standards of attainment
- Making our school a hub of learning in the community by working in partnership with parents and Children’s services to secure the best learning opportunities for children at Pensans.
- Having a staff team that is reflective and constantly striving to improve and learn.
- Putting children’s learning at the heart of every decision and every action

Values

Through the curriculum both taught and hidden we will actively promote and develop the following values:

- Happiness and enjoyment
- Politeness,
- Kindness and caring
- Trust
- **Fairness**
- Honesty
- **Respect and understanding of others**
- Responsibility for our actions
- Tolerance
- High standards of behaviour
- Effort and perseverance
- Partnership with others
- Team, school and community spirit

School Ethos

This should be the day-to-day embodiment of our vision, aims and values. Pensans School is driven by a shared belief that children’s learning must be central to all our thoughts and deeds. Pensans is a school with a genuine sense of community and a strong team spirit built upon mutual trust, respect and support.

A commitment to maintain and develop this is at the heart of our school ethos. We set high expectations for all members of the school community in terms of academic, personal and social development. The School believes that the professional development of all staff is a pre-requisite to improving the quality of learning for our children, and are therefore strongly committed to it.

We aim to ensure that high expectations, **equality**, fairness and a sense of community are the hallmarks of our school both now and in the future.

Pensans School

Pensans School formed a Multi Academy Trust with Alverton & Newlyn School on the 1st September 2015.

The school shares car park with the neighbouring school. The car park is used for general dropping off and picking up of pupils. The school has two dedicated parking spaces adjacent the access path, one of which is reserved and marked as a wheelchair user space. Dropped kerbs are provided to gain access onto the path but this takes the user behind the parked cars and is restricted in width by the car safety barriers. Dropped kerbs provided immediately adjacent to the disabled parking bay would provide better, more direct access. The path comprises of concrete paving slabs and is generally level and even. Signage is adequate.

An extensive project was undertaken in the summer of 2015 to improve the front entrance access. There is no a sliding door which is automatic and there is no stepped threshold. One leaf of the inner lobby door is also automatic and can be opened from the front desk. The front desk has a lower level desk which can be accessed by wheelchair users. The reception area is very open allowing good manoeuvrability for wheelchair users. There is adequate natural and artificial light

There are a number of egress doors around the building that have a single step. The doors to 0/009A (circulation 0/008) and at the end of circulation 0/041 are in poor condition and do not have appropriate mechanisms for easier opening. Doors adjacent to 0/009A also does not have a ramp, this is the main route to the playground. There is a portable ramp for use on the roof garden.

The school is located on a steeply sloping site and has facilities at ground floor and lower ground floor level. Circulation and facilities on the ground floor are satisfactory with frequently used doors fitted with magnetic door closures linked to the fire detection system. The powder coated aluminium external doors providing access onto the enclosed key stage one play area do have a measured opening force more than 30 Newtons. Adults currently supervise the opening and closing of these doors.

Externally, access to the main playground is via a series of sloping paths and steps. The paths are laid to tarmac. The steps where provided are compliant for ambient disabled users although the length and steepness of the access paths would preclude their use. The path gradient is too steep in relation to current guidance and a major redesign and reconstruction would be required to bring it up to current standard. Careful consideration of how wheelchair users will access the playground will be required, particularly if the area is to be used for sports days etc. which will involve access requirements for parents/members of the public. Alternative access points at lower level should be considered if possible.

Access to the lower ground floor is provided by an enclosed platform lift and stairs, both of which are satisfactory.

The toilets are in poor condition (floors, sanitary ware and cubicles) and cannot cater for ambient disabled users. The current provision for disabled staff and students does not comply with the school premises regulations.

The staff room is provided with a kitchen area and tea point. To enable wheelchair users to use the facilities, lever taps would be considered and an under-sink knee space provided if there was disabled member of staff with a need.

The reception area and assembly hall is not provided with an induction loop for the hearing impaired. Also, large print, audio or Braille versions of information produced by the school is not available.

Methodology

This plan will seek to 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 are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe. The School vision, aims and ethos demonstrates a clear direct approach to the delivery of the curriculum. The School actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

The plan has considered improved 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 within a reasonable timeframe. Priorities will include: Improve the entrance and office area to allow for full wheelchair access; Review the allocation, availability and state of repair of disabled car parking bays on site; Improve Governor awareness of the provisions under the Equality Act (2010); Consider making relevant switches, alarm buttons and door handles at wheelchair height; Consider the provision of induction loops in the reception area; Improve housekeeping in all public areas; Ensure school material is displayed in a number of formats.

Finally this plan will demonstrate where delivery of **written information** to pupils, staff, parents and visitors with disabilities could be improved; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Review and Evaluation

This plan has the status of a policy of the Governing Body and will be reviewed annually. Date of next review August 2017.

It is monitored and evaluated by the Head teacher and Chair of Governors who reports on progress made to the Premises & Resources Group and/or the Governing Body.

Improving the Curriculum Access.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop an induction programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by HT and SENCo	Continuous	Increased access to an appropriate curriculum for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by HT	Continuous	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access Monitored by Chair of Governors	Continuous	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff Monitored by HT and SENCo	Continuous	All pupils are supported to achieve their full potential

Improving the Physical Access.

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

Location	Item to improve physical access	Activity	Timeframe (& estimate of cost if known)
Outside areas	Access to the bottom playground		
Various	Toilet provision is not adequate	Propose a complete refurbishment, removing all risks of; slipping, Legionella, odour, overcrowding and asbestos. Current accessible toilet provision for disabled staff and students does not comply with School Premises Regulations or the Equalities Act 2010 and the refurbishment would address this. The school does not have a dedicated area to administer first aid to students, contravening Regulation 5 of the SPR.	Conditional Improvement Funding application. Deadline for application 9 th December 2016. Project to be undertaken in Summer Holiday 2017
Corridor areas	Improve the cloakroom areas to remove coats and bags from walkways	Increase the provision cloakroom storage. Consider re introducing hooks replacing the use of coat hangers.	2016/2017 added to maintenance programme circa £400
Front entrance	Improve provision for visitors who are hard of hearing	Consider installation of a hearing induction loop.	2016/2017 circa £400
Final Exits	Final exit double doors at end of circulation areas 0/008 & 0/041	Supply and install replacement final exit double doors. Consider installing ramped access final exit at 0/008	2016/2017 subject to capital investment circa £3000

Improving the Delivery of Written Information.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	Continuous	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that	All school information available for all through hard copy and website	Continuous	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	As required	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Communication audit by SALT On-going Performance Management arrangements Training on range of issues such as functional use of language, Sign along and managing SALT plans	Awareness of target group raised	As required	School is more effective in meeting the needs of pupils.