

ST. ANDREW'S PRIMARY SCHOOL

ACCESSIBILITY PLAN / POLICY STATEMENT

(to be read with School Strategic Equality Plan 2020 - 2024)

The school recognises the duties placed upon it by the SEN and Disability Act 2005 in relation to disabled pupils and prospective pupils. It actively seeks not to treat disabled pupils less favourably and takes reasonable steps to avoid putting them at a substantial disadvantage.

St. Andrew's is a school that can accommodate children with physical disabilities. This has been as a result of a comprehensive programme of building adaptations/improvements, a review of curricular and extra-curricular provision/delivery and an on-going programme of staff training and development. Any building projects are designed to provide full access to pupils and visitors to the school.

CURRENT PROVISION

Building Access

- ❖ Ramps are located at entrances/exits to the building. In addition, there are around the outside of the building a number of lowered curbs to allow access to major pathways. The main entrance to the school is located adjacent to disabled parking facilities.
- ❖ All entrance/exit doors, corridor fire doors, classroom and office doors are of sufficient width to allow the passage of wheelchairs.
- ❖ A lift provides access to the first floor of both the Milner (infant) and Jenkins (junior) buildings – in the Jenkins building, users are provided with a special key to operate the lift independently.
- ❖ Toilet facilities for the disabled are located on both floors of the Jenkins building and ground floor of the Milner building.
- ❖ A special purpose built changing room for the disabled, with access from within the building is located on the lower floor. The room is equipped with a shower suitable for disabled pupils.
- ❖ Both Foundation Phase and Key Stage Two Learning Resource Base classrooms have access to disabled toilet and changing facilities.
- ❖ Lowered work surfaces for use by wheelchair users exist in a number of classrooms. Portable work- tops are also available.
- ❖ The main car park has two designated disabled parking spaces.
- ❖ The colour schemes used for the Primary School have been selected with the needs of the visually impaired in mind, door frames and doors are a darker colour than classroom and corridor walls.

- ❖ Arrangements, approved by the South Wales Fire Service, are in place for the evacuation of disabled pupils in the event of a fire. There is also a designated holding area on the first floor. These arrangements are regularly tested during fire drills.
- ❖ All staff are responsible to promptly report any damage or defects to school premises or equipment that may pose a hazard to pupils or visitors to the Site Manager and Business Manager for resolution.

Curricular and Extra Curricular Provision

- ❖ The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular and extra curricular activities. In addition to the building adaptations described above.
- ❖ The school employs when required, additional Teaching Assistants for children with disabilities.
- ❖ There are a number of permanently employed Teaching Assistants providing support for children with a variety of needs, including speech and language, dyslexia, epilepsy, ASD, etc.
- ❖ A range of specialist equipment is provided on the advice of external agencies to help disabled pupils to participate in lesson activities; these include the use of ICT to support learning.
- ❖ Teaching and Learning strategies involve pupils working in various groupings; as a whole class, individually and collaboratively in pairs and groups.
- ❖ Venues for educational visits are carefully chosen to ensure that there is access for disabled pupils, with TAs assigned to accompany them.
- ❖ A range of concessions is made available in accordance with examination board regulations, for both internal and external examinations, e.g. especially printed papers, additional time, TA support, scribing etc.
- ❖ Additional time is provided with support, if necessary, from TAs, for disabled pupils to move around the school.
- ❖ Risk assessments are carried out for each physically disabled child on their entry to school. These will ensure that the child has full access to classroom activities and lessons.

General Provision

- ❖ The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are always included in activities such as school assembly, when wheelchair space, specially adapted chairs, digital microphones, individual support, etc. is provided.

- ❖ Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture enable wheelchair access and class carpet areas are large enough for children to work on if in plaster casts. A Risk Assessment will be completed for pupils and staff who suffer temporary disability (e.g. plaster cast for ligament damage) to ensure their safe access needs are met. Within the school there are a variety of height tables/ chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service is sought when considering appropriate classroom furniture.

Staff Training

The training/development needs of staff are identified and provided for as part of the school's Staff Development Programme. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training has been provided over the last few years, including manual handling, First Aid and autism.

In addition, the school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g. Visual/Hearing Impairment, Language/Speech Therapy, Occupational Health etc.

FUTURE DEVELOPMENT PRIORITIES 2020 - 2024

Target / Strategies / Outcomes	Time Scale	Resources	Co-ordinator
Continue with a rolling programme for Staff training in First Aid.	Ongoing	School budget - refresher course when required – SDP	Business Manager
To continue to benefit pupils / visitors with visual impairment, the school will incorporate appropriate colour scheme and signage when redecorating the school in the rolling programme of re-decoration.	Ongoing	School budget	Business Manager
Extra-curricular choices and outcomes of disabled pupils to be closely monitored to help to ensure that they are able to access and benefit from the full curriculum.	Summer 2019 – ongoing	N/A	James Llewellyn
Team teach update training to be arranged	April 2022	SLA	James Llewellyn
Staff awareness of how to respond to the needs of pupils with a range of disabilities to be	September 2020 – July 2021		Emma Furtek

increased, e.g. visual/hearing impairment, language/speech therapy, dyslexia etc.			
Improve the attendance of all groups of learners to help them attend school regularly.	September 2020 – July 2021	PDG grant	Krystle Small
Ensure equal access to learning for all pupils, including those that are digitally disadvantaged? To support families in facilitating pupil access to digital devices.	September 2020 – July 2021	ALP grant	Jack Newton
To ensure the continuous maintenance of school premises for the safe and efficient access by pupils and staff. Priorities include, maintaining safe and suitably marked internal and external floor and ground surfaces, provision of clear signage, efficient lighting, lift access, disabled toilet/changing facilities and completion of routine safety equipment inspections and testing.	Ongoing	School Budget	Site Manager / Business Manager
To ensure any modifications to school premises or equipment (for example through refurbishment) are compliant to meet the needs of disabled persons.	Ongoing	School Budget / Funding	Site Manager / Business Manager
To review and update Risk Assessments for access to specific areas or use of specific equipment at least annually or sooner following any changes to circumstances.	Ongoing	N/A	Site Manager / Business Manager