



**Southfield Primary
School
Accessibility Policy**

ACCESSIBILITY POLICY

Southfield Primary School

1. The Southfield Primary School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents including the an access audit checklist compiled by the Site Manager and the School Business Manager. The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the four years period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Policy, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are 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.
4. The Southfield Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions 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;
 - improve 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;
 - improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; 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.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. 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.

7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Learning and Teaching Policy
 - Equality Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Policy
 - School Improvement Plan
 - School Brochure / Prospectus and Vision Statement

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. 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.

10. The School Brochure / Prospectus will make reference to this Accessibility Plan.

11. The School's complaints procedure covers the Accessibility Plan.

12. The Accessibility Plan will be published on the school website.

13. The Accessibility Plan will be monitored through the Resources Committee

15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Governing Body Sub Committee	Published	Review Date	Author
Resources Committee		October 2020	Sheila McCabe/Amandeep Tamber
Headteacher's Signature			
Chair of Governors Signature			

Southfield Primary School Accessibility Plan - 2016 to 2020: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Appraisal) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by DHT and SENCo	Continuous	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Monitored by DHT Inc/SBM/SENCo	Continuous	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events 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 SLT/LT	Continuous	More time available for pupils to participate in curriculum activities
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class 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 DHT Inc and SENCo	Continuous	All pupils are supported to achieve their full potential

Southfield Primary School Accessibility Plan - 2016 to 2020: proving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, . 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	Cost (est.) £
Approach to school	Drop kerbs, traffic calming and pedestrian crossings New crossing in Southfield Road opposite school	Link to Travel Plan for school Previously assessed and actions taken - dropped kerb at entrance; guard rail around nursery entrance and Introduction of a 20 mph zone in the area as shown in the attached plans. Councillors and School Travel Advisor contacted and asked to provide	Previously assessed and actions taken. 2014-15	Local Authority costs LA costs
Outside areas	Car parking Keep the route free of snow ice and leaves Car-parking near the entrance as possible and suitably surfaced Delivery Vehicles / kitchen area	Improve marking and signage designated parking space for the disabled Site management team Reconfiguration of school premises with Admin office and car-parking at the front of school Parking permits offered to visitors with a disability who request them. Link with H&S work to ensure safe and appropriate vehicular access to delivery area clearly separate from pedestrians (we currently have deliveries before school starts which minimises any risk to pedestrians)	2016-17 On-going 2019-2020 Ongoing	Local Authority costs School site salary costs Local Authority costs Permits- school budget No costs to school

<ul style="list-style-type: none"> • II areas 	<p>Signage - signs implemented and positioned for those with visual impairments and wheelchair users with reduced eye levels</p> <p>Where possible to widen doors - all new doors will be compliant</p> <ul style="list-style-type: none"> ◦ visibility panels introduced to doors where required <p>Improve classroom furniture layouts to increase access</p> <ul style="list-style-type: none"> ◦ Security access ◦ Fixed hoists 	<p>Better signage for school including access toilets in reception area</p> <p>Widen doors in reception areas - only just accessible - all new doors on top floor to be compliant</p>	<p>Assessed action to be taken when required. 2016-17</p> <p>2016-17 capital works - doors on middle floor</p> <p>2012-16 - completed</p>	<p>School Budget £12 - £16 per sign £3000 (based on canteen building works)</p> <p>LA budget</p> <p>Site staff costs-16p/h</p>
<p>Main Entrance</p>	<ul style="list-style-type: none"> ◦ Main entrance and foyer <p>The reception area suitable for approach and use from both sides by people in a standing and seated position - turning space available for W.C users</p> <p>Does the reception area have textured surfaces that convey useful information</p>	<p>Pedestrian access to office only - no access to rest of school from main visitor gate.</p> <p>Reconfiguration of school premises - If funding becomes available to develop front of school these measures will be incorporated in the design.</p>	<p>2016-17</p>	<p>School Budget £1200</p> <p>LA funding</p> <p>School Budget</p>

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
	Audibility	Consider installation of a loop hearing system for the counter		LA

Corridors	<ul style="list-style-type: none"> o Remove trip hazards o Observe fire exit routes o Increase signage and aids for visual and hearing impaired 	<p>Identify appropriate storage for equipment and ensure that items are not left indiscriminately</p> <p>one to one assistance for children who have disability</p> <p>Remove obstacles around signed emergency routes</p>	<p>Previously assessed and action taken</p> <p>on-going</p>	
Block	<ul style="list-style-type: none"> o WCs o Classrooms <p>New classroom spec complies with Equality Act 2010</p>	<p>Clear areas from obstacles and inappropriate storage</p> <p>Significant decluttering / improve storage - new outside storage units completed</p>	<p>Previously assessed and action taken</p> <p>2012-13</p>	
Vertical movement and internal level change	<p>The location of any steps/stairs indicated by use of colour</p> <p>Landings large enough to permit passing and turning manoeuvres</p>	<p>Paint stair edges yellow for sight impaired users</p> <p>Feasibility strategy for lift facility</p>	<p>Summer 2016</p> <p>2017-18</p>	<p>School R and M budget</p> <p>LA capital build</p>
Doors	<p>Door handles clearly distinguished</p> <p>Door furniture be easily operated</p> <p>Clear opening width permit wheelchair access</p>	<p>If funding becomes available all new door to have these measures will be incorporated in the design</p>	<p>2017 - 18 summer project</p>	<p>LA capital budget</p>

Southfield Primary School Accessibility Plan - 2016 to 2020 : 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 require it	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, Signalong and managing SALT plans Other training as required	Awareness of target group raised	As required	School is more effective in meeting the needs of pupils.