Accessibility Plan 2019 - 2020

Porthleven School

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments whereever practicable.

Purpose of Plan

The purpose of this plan is to show how Porthleven School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
    - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled pupils less favourably
    - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
    - To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- Our setting
    - recognises and values the young person's knowledge/parents' knowledge of their child's disability
    - recognises the effect their disability has on his/her ability to carry out activities,
    - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Current 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.

- All teachers at Porthleven School are teachers of children with Special Educational Needs & Disabilities and as such follow our whole school approach, which adheres to a model of good practice.
- The National Curriculum is available to all pupils. Where pupils have Special Educational Needs & disabilities , a graduated response will be adopted. The curriculum will be appropriately differentiated to meet the needs of all pupils with disabilities.
- The curriculum is reviewed on a termly basis to ensure it meets the needs of all pupils.
- An Individual Provision Map is put into place where interventions or strategies are additional and/or different from those provided for the majority of pupils.
- An Educational Health and Care Plan will be sought for individual pupils who have significant need.
- School visits are planned to ensure that access to the learning environment is available to all including those with disabilities. Individual risk assessments are also planned and implemented to ensure all the needs of pupils are met to ensure safety and to be inclusive.
- After school clubs offer a range of activities across many of the school years. All clubs are inclusive and are available to all pupils including those with special educational needs and disabilities.
- Where external agencies deliver after school clubs it the responsibility of the school to liaise with those agencies to ensure every participant's needs are met and to check safety.

Current access and adaptations to the physical environment of the school

- Lower KS2 area is only accessible to a wheelchair via the outside, therefore classes with a wheelchair user would use the upper KS2 classrooms that can access the Library, ICT suite and has lift access to halls and KS1, kitchen classroom and foundation stage. Both playgrounds are accessible by paved pathways and ramps.

- Adaptations to classrooms' physical environment e.g. Screens to limit distractions, provision of quiet time out spaces, carpeted teaching spaces to minimise noise, window blinds to limit glare.
- Advice sought from Hearing and Vision Support Service and Physical Disability Adviser to ensure that appropriate adaptions to the teaching environment are made.
- Disabled WC in KS1 and KS2 areas.
- Disabled parking bay.

Current 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. Examples might include handouts, timetables, 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 time frame.

- The school works in partnership with parents to ensure that communication is in a format that can accessed by pupils and parents with a disability.
- The School uses a comprehensive range of communication methods to ensure information is accessible. This includes:
  - Internal signage
  - Large print resources
  - Use of IT and alternative communication methods
  - Pictorial or symbolic representation
  -Face-to-face meetings with pupils/parents
  -Adults to scribe parent/pupil viewpoint

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan-

Access to the physical environment -					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Maintain Access to the physical environment	Review current facilities, changing facilities and disabled toilet.	Head teacher SENCO to liaise with Estates Manager for physical environment assessment	Short term	Termly	
Improve access to Sensory Garden & School Field	Handrails to steps need replacing. Ramped path needed to improve wheel chair access. Research available grants.	Head teacher liaising with estates manager and trust finance department.	Handrails – Short term Ramp – Long term	Spring Term Unknown	
Increase number of upper KS2 toilets and create designated disabled toilet to prevent overuse by others.	Liaise with finance department to submit plans for toilet block development.	Head teacher	Long term	2019 -20	

Access to the curriculum -					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
All classrooms are fit for purpose both acoustically and visually to ensure there are no barriers to learning	Audit each classroom and learning spaces for acoustic qualities and conduct review of visual aids and impediments such as glare / reflection on screens.	Headteacher SENDCo to carry out assessments	Short term	Spring Term	***Budget for replacement of defective venetian blinds with roller blinds.***

		and seek professional advice related to individual pupils.			
Teachers' practice in delivering a differentiated curriculum it is always judged as good or better. All Children achieve their potential and are fully included in school life.	Audit of teachers training needs in their understanding of a range of SEND Subject leaders monitor planning and outcomes for differentiation	Headteacher & SENCO Subject Leaders	Short term Short term	Spring Term	

Access to information advice and guidance - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Improve the delivery of information to pupils with a disability	Ensuring consistency of signage and visual symbols throughout the school setting. Audit current signage and identify gaps	Headteacher liaising with SENCO	Short Term	Summer Term	
Improve the delivery of information to parents with a disability	Review all current School's publications and promote the availability in different formats for those that require it.	Headteacher liaising with SENCO	Short Term	Summer Term	In time for school reporting arrangements