



Princes Primary School

Access Policy and Plan

June 2019

1. Introduction

This Access Policy statement is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. With this in mind Princes Primary School puts accessibility for all at the heart of the planning and design process.

The school is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010.

The Act defines disability as when a person has a 'physical or mental impairment' which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Princes Primary School also considers other legislation in all decision making processes e.g. Special Educational Needs and Disability Code of practice: 0-25 (January 15) , the Education Act 2011 (with particular reference to the Education Act 2011 Equalities Impact Assessment) and this Policy will be updated when new legislation is passed to account for any further duties / requirements of the School.

3. Key Objectives

The school recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We recognise that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that all our pupils receive as high a standard of education as their counterparts in mainstream schools.

In order to ensure that the educational services it provides effectively meet the needs of disabled students the school will:

- Inform all staff of this Access Policy so that the provision of educational services ensures the inclusion of all of our pupils. Such communications will address the legal obligation of staff, and the school.

- Make all prospective employees aware of the disabilities of the pupils in the school. Any applicant for a new position will be made aware of their role in delivering the curriculum, personal care, therapy programmes and maintaining the health and safety of the pupils at all times.
- Provide appropriate training for staff which will explain the Access Policy and ensure the effective implementation and monitoring of it.
- Encourage all visitors to school, including suppliers and contractors, to adopt similar policies towards disabled students.
- Consult with disabled pupils, parents, staff and disability organisations.
- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action.
- Monitor the implementation and effectiveness of this plan on a regular basis.
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.
- Ensure that information about the Accessibility Plan is published on the School's website.
- Ensure that the terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
- Address acts of disability discrimination via existing policies, the School Development Plan and the Asset Management Plan. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. .

4. Access to Non-Educational Services within Educational Buildings

Princes Primary School also hires the facilities to non-educational and community bodies. This is an important income stream and provides a strong link with the local community

Since October 2004, schools, in the provision of non-educational services to the public, have had to take reasonable steps to remove, alter or provide reasonable means of avoiding physical features that make it impossible or unreasonably difficult for disabled people to access the service.

The provision of non-educational services may include activities such as:

- Governors meetings;
- Services offered to parents, such as meetings to present the annual report, admission and exclusion hearings where an appeal is by the parents;
- Fund raising events organised by the parent teacher association.
- Leisure time activities for children or adults without any element of educational development;
- The use of school sports facilities by the local community or the hiring of school accommodation to members of the public.

5. Improving the Physical Environment of Schools

Princes Primary School as an SEN establishment has been designed to be accessible for all users having space in which people can easily move, interact and use the physical features. Employees are part of the school, both in terms of their own interaction with pupils and parents, and also the ease with which they work within their physical environment.

The school has an entrance and exit point for vehicles and pedestrian access. Children arrive on LA provided transport and are met at the front door by the Headteacher and/or the Deputy who monitor the smooth entrance and exit of children on and off the premises.

All areas around the school are on one level and accessible to all. Ramps and handrails are provided for use by wheelchair and ambulant users. Access around the school can be restrictive

as the school has to take into account the children and security issues around the site. Consequently there are areas where there are high door handles and extra security is installed to prevent a child running away.

Princes Primary School has extensive grounds which become outdoor classrooms to reinforce the curriculum and offer experiences at break and lunchtimes. Staff ensure that the ethos of the school is carried into the grounds in all key stages.

Princes Primary School links with other schemes who provide specialist facilities and training for children with disabilities e.g. Everton in the Community. Extra activities that support the PE curriculum are:

- Judo
- Kwik Cricket
- Football
- Rugby
- Swimming
- Hydrotherapy

The school has an accessible entrance foyer with automatic doors into a reception area with a BS8300 standard reception hatch. There is access to seating in the reception foyer, information screen and the availability of the reception team for additional support.

The building is on one level and the dining area is accessible to all.

Accessible toilet facilities are located throughout the building for pupils, staff and visitors and in the Sports building where there are also additional specialist shower facilities. Specialist hygiene and laundry facilities are available in all areas of the school and all water outlets have thermostatic controls.

The hydrotherapy pool is part of the sports complex and is used for swimming activities for all pupils, therapy for ASD children and hydrotherapy for PMLD children. Facilities include a hoist, steps, handrails and specialist changing/shower beds. Users have access to a variety of rooms depending on the activity.

The school has a medical room that is used by the school nurse during the week and the doctor attending for medicals. The room has a sink and is close to toilets.

All fittings in the school are at heights to allow access by the children e.g. adjustable height tables/computer tables.

Signage around the school adheres to current Health and Safety regulations and there is also signage using the school communication system of symbols/pictures.

Lighting is suitable for purpose in all rooms with blinds in most rooms to allow for adjustable lighting.

Rooms have contrast colours / paint identifying doors from walls to allow for children/people with a visual impairment to distinguish doorways easily.

The school is aware of the affect that noises e.g. lights buzzing, can affect the ability of the children to work and concentrate. This is kept to a minimum and the caretaker undertakes repairs as soon as possible.

The evacuation procedures are displayed around the school and there is a fire drill every term. There is a high staff to pupil ratio to meet the needs of students with disabilities under an emergency evacuation. The School also produce personal evacuation plans (PEP) for students with severe mobility issues to ensure effective & efficient emergency evacuations

Accessible toilets have emergency call alarms activated by cords in case of any problem. The sports complex alarms for toilets, classroom and pool also sound in reception. The accessible toilets have both lights and alarm sound warning (assistance call) over the doors.

All outside areas are maintained regularly by the Site Manager, Caretaker and gardeners and monitored by the School Business Manager.

The Site Manager monitors the general internal condition of the school on a daily basis, also monitoring Health and Safety issues and completing statutory building checks. The school staff note any maintenance items on job request sheets for the Site Manager and Caretaker to attend to. Contractors are brought in for issues not within the remit of the Site Manager and Caretaker.

6. Access to the Curriculum.

Princes School offers a broad and balanced curriculum for all pupils and, as an SEN School, provides additional specialist provision to enable all pupils with learning difficulties to access the curriculum and aid their educational development. The teaching environment / facilities include the following:

- teachers and learning support assistants having the necessary training to teach and support disabled pupils through regular INSET days, individual courses and joint training days with other SLD schools on Merseyside.
- staff working closely with colleagues from the sensory services and the CAAT Team to ensure that pupils are enabled to access all curriculum opportunities, have appropriate means of communication and to devise and review targets for inclusion on pupil's IEP's.
- VI and HI staff are invited to pupil's annual reviews as appropriate and to termly Team around the School meetings.
- the classrooms are organised for pupils with adaptive equipment, adjustable height seating and worktops, and the variety of equipment required to meet the needs of the children. Workstations are available in all rooms.
- individual targets are set to allow all pupils to achieve to the best of their ability in all lessons.
- all pupils take part in music, drama and physical activities as part of the access to the curriculum.
- communication systems are used by all staff, including Makaton, Pecs, photographs, and objects of reference.
- staff recognise and allow for the additional time required by our pupils to use equipment in practical sessions.
- Princes School provides all pupils with access to computer technology with appropriate adaptations for our pupils.
- school visits are accessible to all pupils irrespective of attainment or impairment.
- there are high expectations of all pupils.
- staff constantly seek to remove all barriers to learning and participation.

7. Flexibility of Teaching

- Princes School teachers and learning support staff are flexible enough to adapt their teaching approaches to enable our pupils to learn effectively in their classrooms.

- Princes School has high expectations, school staff present work in many different ways using a variety of equipment. Work can be carried out individually, in small groups or the whole class group.
- Prince's staff enable the pupils to show their interest, knowledge and skills despite their difficulties with communication.
- Visual timetables and clues to 'next' activities are given to ensure the pupil is aware of the routines required throughout the day.
- Prince's children need to be taught many things that other children pick up without specific adult help, e.g. how to put things away; get dressed; pack their bag; tie a tie and fasten shoelaces. Consequently PSHE has a high priority in the curriculum.
- Reward systems are in place to support the children with positive strategies.
- Pupils have behaviour plans to tackle any behavioural issues. The plan is drawn up in conjunction with the parents, social workers and behaviour support team members.

8. Arranging the Classroom

Each classroom is set out to provide the most positive environment to work in, to ensure the child learns effectively.

- Classrooms have sufficient space for all the children.
- Toilet and laundry facilities are available close to each classroom. Signage is in place to signpost users of all abilities to the facilities
- A distraction-free area for pupils who find it difficult to concentrate for any length of time is provided, with each classroom having a workstation.
- A variety of resources are used to ensure that the pupil learns effectively. There is input from teachers of the visually impaired, the deaf and the non-verbal pupils when required.
- IT support is invaluable in providing access to the curriculum and assistive technology is used extensively throughout school to support the learning of disabled pupils

9. Access to Education

Princes School recognises that all disabled children should have access to education in accordance with the Equality Act and adheres to the code of practice which advises on the statutory responsibilities of education bodies in the preparation of accessibility strategies and seeks to:

- 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 as identified in the Asset Management Plan and the School Development Plan.
- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils are as equally prepared for life as are able-bodied pupils in mainstream schools; this covers teaching and learning and the wider curriculum of the school such as participation in school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and assistive technology**, which may assist these pupils in accessing the curriculum.
- 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 time frame.

10. Making adjustments

The Equality Act states that schools are not expected to change their premises. They are however expected to make long-term proactive plans for improving access to their buildings through their planning duties and this document should be read in conjunction with the School Development Plan and the Asset Management Plan.

Princes Primary School will continue to make 'reasonable adjustments' to ensure that disabled students, parents or visitors attending the school are not discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

11. The Action Plan

The Action Plan for physical accessibility relates to the initial Access Audit undertaken by the Local Authority in 2002. Many of the suggested / required actions from this original audit have been completed. The school will continue to review accessibility and ensure equality considerations are included in all decision making processes.

The school will work in partnership with the local authority in the development and implementation of the accessibility action plan which will be monitored through the Health and Safety and Premises Committee and the Curriculum and Standards Committee of the Governing Body.

Princes Primary School Accessibility plan is detailed on the following pages:

Princes Primary School Accessibility Plan 2015 - 2019

Improving the Curriculum Access monitored by the Curriculum and Standards Committee

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|---|--|--|------------------|--|
| Training for teachers on differentiating the curriculum | Undertake an audit of staff training requirements | All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum | Ongoing | Increase in access to the National Curriculum |
| Training for teachers on differentiating the curriculum | Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. | Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available. | Ongoing | |
| 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 with providers that comply with all current and future legislative requirements | Ongoing | Increase in access to all school activities for all disabled pupils |
| 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 | Ongoing | Increase in access to the National Curriculum |
| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school | Whole school community aware of issues relating to Access and the need for providing additional support where required | Ongoing | Society will benefit by a more inclusive school and social environment |
| Timetables are scheduled to allow pupils access to all areas of the curriculum to enable them to maximise their potential | | | ongoing | |

Princes Primary School Accessibility Plan 2015-2019

Improving the Delivery of Written Information monitored by the Curriculum and Standards Committee

| 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 | Ongoing | Delivery of information to disabled pupils improved i.e. <ul style="list-style-type: none"> • in Braille • in large print • on audiotape • using a symbol |
| Make available school prospectus, 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 | Ongoing | 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 on alternative formats and use of IT software to produce customized materials. | All school information available for all | Ongoing | 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 good communications systems. | Arrange training courses. | Awareness of target group raised | Ongoing | School is more effective in meeting the needs of pupils. |

Princes Primary School Accessibility Plan 2015-2019

Promoting the use of Assistive Technology monitored by the Curriculum and Standards Committee

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|---|--|---|------------------|---|
| touch-screen computers, joysticks, tracker balls, switches etc are available where required | To undertake an audit of school's requirements | We use a variety of mice with each class computer including tracker balls, infant size mouse, single button mouse, wireless mouse, coloured buttoned mouse. We also use a variety of switches. These can be used for computer control, environmental control, cause & effect activities and voice output. | Ongoing | Achieved March 2015 but is reviewed as required |
| To ensure each class has interactive plasma screen | To upgrade as and when necessary | All classes have a PC and large interactive plasma screen, these all have touch screens. All interactive plasma screens have recently been updated. | Ongoing | Achieved March 2015 but is reviewed as required |
| text-to-speech software is available where required | To undertake an audit of school's requirements | We use clicker 6 software which is a word processor particularly designed for pupils with learning difficulties. It gives pupils of all abilities the tools they need to independently translate their thoughts and knowledge into coherent writing. It includes word prediction, picture & symbol support, word banks and text to speech | Ongoing | Achieved March 2015 but is reviewed as required |
| Braille-translation software is available in school where required | To undertake an audit of school's requirements | We don't have braille translation software at present as there is no current need for this, however we are closely supported by agencies such as the sensory service & CAAT team should the need arise. | Ongoing | Achieved March 2015 but is reviewed as required |
| software that connects words with pictures or symbols is available in school where required | To undertake an audit of school's requirements | We use communicate in print (widgit symbols) This is software that connects words with pictures or symbols. This helps students who have limited literacy skills and may have limited reading, writing or communication skills. Symbols are used for communication systems such as PECS, communication books and choice boards. Symbols, pictures and photographs are also used for visuals in the environment for example labels, visual | ongoing | Achieved March 2015 but is reviewed as required |

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|--|--|---|---------|---|
| | | timetables, instructions etc. Staff may also use symbols for their teaching resources for example symbol supported stories, worksheets etc. As part of our total communication systems used in school, symbols may also be accompanied by things like signing and objects of reference | | |
| easy-to-use keyboards are available where required | To undertake an audit of school's requirements | Easy to use keyboards are available if required for example jumbo keyboards that have chunky keys that are colour coded so they are easy to find and press, lower case keyboards, wireless keyboards, touch screen on screen keyboards | Ongoing | Achieved March 2015 but is reviewed as required |
| Staff trained in the use of assistive technology | To undertake an audit of school's requirements | A member of staff is part of the Liverpool CAAT team (Communication, Augmentative & Assistive Technology Team) and is able to support pupils who require assistive technology to aid their communication. This may involve low tech systems such as symbols, communication books or mats, switches, voice output devices, iPad apps and more complex communication aids. The IT technician also provides support in this area | Ongoing | Achieved March 2015 but is reviewed as required |