



Veryan C of E School



Accessibility Plan – 2019-2022

Purpose of Plan

The purpose of this plan is to show how Veryan C of E School intends, over time, to increase the accessibility of our school. We will continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Veryan C of E School.

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 Objective

To reduce and eliminate barriers for access to the curriculum and to allow full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with our school's aims and equal opportunities policy and SEND&I policies
- The school recognises its duty under the DDA:
 - 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, School Monitoring Councillors and staff will have regard to the DRC Code of Practice (2002)
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum Framework, which underpin the development of a more inclusive curriculum
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Increasing 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.

Improving teaching and learning lies at the heart of our school. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of our school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules eg through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

Due to the age of our school building we have made changes where possible to the physical layout of the building, installing ramps and disabled toilets on one level in order that access to all areas of the school is possible for those with a physical disability.

Provision, in exceptional cases, will be negotiated when the child's specific needs are known. We are pleased to be able to provide a dedicated sensory/Thrive area for children needing focussed quiet space or with specific sensory needs.

We have a wide range of equipment and resources suitable for the day-to-day use of children in the age range. The school improvement plan process will consider such needs on an annual basis.

Improving the 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.

In planning to make written information available to disabled pupils, we again need to establish the level of current need and be able to respond swiftly to changes in the range of need. For example, it would be a misuse of finite school resources to commit funding to providing Braille or large print versions of all school materials (identified in italics above) if there are no children on roll who need such access. Such expensive resources might sit unused, eventually becoming out of date. However, the school will need to identify agencies and sources of such materials to be able to make provision whenever it is required. Clearly, the school's sophisticated ICT infrastructure will enable us to access a range of materials supportive to needs.

Teachers will always need to be sensitive to presenting materials to children in appropriate formats eg reading aloud, overhead projections, different coloured backgrounds and fonts, should that be necessary. This is a core part of a teacher’s work.

Financial Planning and control

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

Veryan C of E School

Veryan CE School is a co-educational school with approximately 60 children on roll whose ages range from 4 -11 years. It also includes a Nursery provision that caters for approx.10 children.

The school has 3 full time classrooms, with their own cloakroom areas. There is a library, a ‘Thrive’ sensory room and a fourth classroom which is used for arts and crafts, group and one-one intervention work and school lunches, which are freshly cooked in the school kitchen every day.

Outside there is a hard surface playground and a safe surface outdoor adventure climbing area adjacent to a grass area. Our early years classroom has a decking area raised above the playground allowing free flow from their classroom. The school owns and has access to a recreation field a short distance away from the main school site for sport and outdoor learning opportunities.

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Access Check List for Veryan CE Primary School– February 2018

Approach and Car Parking

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is the building within convenient distance of a public highway?	✓		
2	Is the building within convenient distance of public transport?	✓		
3	Is the building within convenient distance of car parking?	✓		

4	Is the route clearly marked/found?	✓		
5	Is the route free of kerbs?	✓		
6	Is the surface smooth and slip resistant?	✓		
7	Is the route wide enough?	✓		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		
9	Is it adequately lit?	✓		
10	Is it identified by visual, audible and tactile information?		✓	
11	Is there car parking for people with reduced mobility?	✓		Note 1.
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✓		
13	Is the car parking as near the entrance as possible?	✓		
14	Is the car parking area suitably surfaced?	✓		Note 2
15	Is the route to the building kept free of snow, ice and fallen leaves?	✓		
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)		✓	Note 3

Note 1. This is not currently marked but could be made available adjacent to the school taxi/bus drop off point.

Note 2. The current car parks have uneven surfaces which are not smooth or slip resistant surfaces, however the area adjacent to school as described in Note 1. Is tarmacked.

Note 3. There is a small carpark shared with the church and parking to the rear of the village hall. In addition on road parking in the adjacent highway is permitted, all of these are on a gentle slope but there are no steps between the car parking areas and the main entrance to the school building and playground.