



Accessibility Plan 2018

Date of Approval		Date of Review	
June 2018		June 2021	
Status and Review Cycle		Statutory Every 3 Years	
Signed	Mr P Austen-Jones Acting Executive Headteacher	Signed	Mrs S Ferro Chair of Governors

1. The South Camberley Primary and Nursery 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. 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 Objectives, 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 Accessibility Plan will show 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:
 - Equality Scheme and Objectives
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Improvement and Development Strategy
 - School Vision Statement
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which will be 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 the 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's complaints procedure covers the Accessibility Plan.
11. The Accessibility Plan will be published on the school website.
12. The Accessibility Plan will be monitored through the Governor Finance Committee
13. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Surrey Accessibility Strategy."
14. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.



Accessibility Plan 2017 – 2021: 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, including learning disabilities, and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset Training matched to individual needs of pupils with conditions such as autism, ADHD, ADD, pathological demand avoidance, etc.	All teachers fully meet the requirements of disabled children’s needs with regards to accessing the curriculum Monitored by EHT and SENDCo	Planned training cycle for year ahead and adjustments for new and changing needs	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 Review provision for pre-planned out of school activities	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 EHT	At least 2 months prior to activities taking place	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 EHT	By summer term in preparation for the needs of new class	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access Monitored by Chair of Governors	When training is available	Society will benefit by a more inclusive school and social environment
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 EHT and SENDCo	Staff planning completed by EHT ready for September or sooner	All pupils are supported to achieve their full potential

Accessibility Plan 2017 – 2021: Improving 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 Capital Build Programme and the Suitability Plan. 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	Junior Campus – to purchase a moveable ramp for the steps at the front of the building to allow wheelchair access as well as a ramp for the rear of the building which would have multi-purpose use, including disability. We will put something on our website to give guidance to disabled people visiting the building, i.e. contacting the office in advance so that we are aware they may need use of the ramp and can plan accordingly	Obtain a quotation for the ramps	2019-20 budget	
	Infant JR Campus – purchase a ramp for the Nursery area	Obtain a quotation for the ramp	2019-20 budget	
Classrooms	Across the 3 campuses to include carpet and floor contrast in redecoration and refurbishment programmes to meet the needs of sight impaired pupils and adults. Consider installing strobe sounder alarm in the redecoration and refurbishment programme. Complete PEEP (pupil emergency evacuation plan) for disabled pupils with one to one assistance		By end June 2020	

Accessibility Plan 2012 – 2016: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	<p>The school will make itself aware of the services available through the LA for converting written information into alternative formats</p> <p>Use Google translate on our website</p> <p>Translator</p> <p>Assess on an ad hoc basis</p>	<p>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</p> <p>Employ translator when necessary</p> <p>Plan provision and resources around disabled person's own resources</p>		Delivery of information to disabled pupils and parents improved
Make available 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 through hard copy and website		Delivery of school information to parents and the local community improved