



The Charvil Piggott Primary School



'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Accessibility Plan

3-year period covered by the plan: 2017-2020

Plan agreed: _____

Plan Review: _____

Lead member of staff: Ken Hillerton / Louise May (Deputy Headteacher)

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing, for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Charvil Piggott Primary School is a Church of England Academy, and part of the Piggott School. A primary setting for boys and girls age range 4 – 11 (by 2019). The school comprises of a single story modern construction built in 2013, a mixture of traditional and modular building techniques. The building was built in two phases.



The Charvil Piggott Primary School



Our School Mission Statement is:

....to be a school which inspires and encourages
the highest achievement.

Our Values:

Respect

Equality

Honesty

Dedication

Courage

Love

Our Aims:

To provide a caring environment based on Christian values

To develop enquiring minds capable of independent thought

To promote the value of lifelong learning

To be open to new ideas

To encourage respect and tolerance

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2002**
- The **Disability Discrimination Act (amended for school 2001)**
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **Primary SEN**
- **Deputy Headteacher (Primary)**
- **School Secretary**

FGB approval: 8th October 2019



1.

1A: The purpose and direction of the school's plan: vision and values

The purpose of the accessibility plan is to have suitable access for all visitors to the school. In conjunction with the Community and Cohesion Policy the Charvil Accessibility Plan will provide information to ensure the school is able accommodate the disabilities of parents and carers of school pupils.

The school also aims to provide reasonable adjustments to be made to accommodate pupils with disabilities.

Annually the School Access Audit will be assessed with full review in 2020.

1B: Information from pupil data and school audit

The school currently caters for pupils with visual, hearing, and physical disabilities. Reasonable adjustments have been made to accommodate their specific needs therefore allowing them greater independence whilst on the school site and improved access to the curriculum.

These pupils are also supported by support professionals providing assistance and recommendations for disabled students to be able to access all aspects of the curriculum - teachers for the visually impaired, sensory consortium staff, physiotherapists, occupational therapists etc.

Pupils with visual, hearing or other disabilities are assessed termly or annually for Personal Emergency Evacuation Plans.

1C: Views of those consulted during the development of the plan

Deputy Head teacher
SEN
School Secretary
SEN Governor

2.

2A: Increasing the extent to which disabled pupils can participate in the school curriculum.

Where pupils have particular needs the pupils are able to participate in the school curriculum because planning is undertaken to accommodate their needs.

Special books have been made for visually impaired pupils to reduce the glare and improve the visibility.

Where support professionals have identified particular requirements relating to pupils this information is followed by teachers to improve pupil access to the curriculum and to benefit the pupil, such as seating positions, specific furniture, sloped desks, etc.



2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Provisions have been made where appropriate to accommodate disabled students across all areas of the school. This may include the transfer of specialist seating for pupils between the classroom, hall and other work areas (D.T. or library).

To accommodate disabled pupils special tabling has been purchased in the hall and able bodied pupils are able to join disabled pupils using this tabling therefore not segregating any pupils.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Care is taken by teachers to ensure that information provided in writing to pupils takes account of their needs.

3:

3A: Management, coordination and implementation

• The planning process

Various items which needed immediate action to improve access have been undertaken – including signage to return to reception, adult toilet signage, library signage, disabled signage around disabled parking facilities.

Items which need attention and will need planning on the School Improvement Plan include:

- Lowering the kerb by the main entrance gate.
- Improvements in access through the MUGA with consideration to the area between the public path and the MUGA.
- Signage of the school from the Old Bath Road to improve access for Emergency vehicles.
- The foundation fence in the playground needs marking on the edge near the playground equipment to make is more visually distinct.
- Need to have an audit of the doors with a fitter, as some of the internal doors are very heavy to operate, even for staff, especially the staffroom door, library doors and door by reception – this limits independent access throughout the school for all pupils.
- Need to purchase and fit 2 toilet spatula / paddle levers on the disabled toilets in school.
Need also to check that the lever is on the leading edge of the toilet as recommended.
- Need to purchase some visible tape for marking feet of boards in corridors.

Continue to include the community cohesion letter in application packs to allow parents opportunities to bring to the attention of the school any accessibility needs.

• Coordination



Currently co-ordinating with Wokingham Borough Council to ascertain who is responsible for dropping the kerb by the main entrance.

Other relevant school policies:

Equalities Policy
Equals Procedure and Objectives
SEN Policy
Supplementary Guidance on the Primary
Health and Safety Policy

• **Implementation**

The Deputy Headteachers will co-ordinate the required improvements.

3B: Getting hold of the school's plan

The School's accessibility audit will shortly be made available on the primary school website along with an action plan for improvements.

The audits and improvements will be available on request in large print format.