

## Accessibility Plan for Meadow Campus-February 2024

### Aims

Both Scoill Vallajeelt and St. Thomas' Church of England Primary School are inclusive schools and aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and members of the community favourably and wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage.

This plan shows how Scoill Vallajeelt and St. Thomas' Church of England Primary School intend, over time, to increase the accessibility of our campus for disabled pupils, parents and carers, staff and visitors to our campus. This plan should be read in conjunction with each school's other policies and procedures and requirements of the Equality Act 2017.

Our plan is designed to:

\*Increase the extent to which pupils with additional educational needs and disabilities can participate in the school curriculum.

\*Improving the environment of the school to increase the extent to which pupils with additional educational needs and disabilities to take better advantage of education, school facilities and services.

\*Improve the availability of accessible information for pupils with additional educational needs and disabilities.

<b>Increasing access for AEND children to the School Curriculum</b>		
<b>Aim</b>	<b>Good Practice</b>	<b>Objectives</b>
The curriculum meets the needs for children with additional educational needs and disabilities (AEND)	<ul style="list-style-type: none"> <li>*The curriculum is differentiated</li> <li>*Resources are tailored to meet the needs of children who require support to access the curriculum.</li> <li>*Curriculum resources include examples of people with additional educational needs and disabilities.</li> <li>*The curriculum is regularly reviewed to make sure it meets the needs of all children.</li> <li>*Reasonable adjustments are made when necessary for accessibility.</li> </ul>	Children have access to a broad and balanced curriculum that demonstrates diversity and inclusion in its content. SP5
CPD is planned and scheduled so staff can support children with additional needs and disabilities	<ul style="list-style-type: none"> <li>*SENCO produces information for individual conditions, including speech and language, ASD support, physical difficulties etc so staff can use these to support children.</li> <li>*Transition meetings inform the next teacher / phase / school of the needs of the child.</li> <li>*School liaises with outside agencies and ensure information is shared with staff.</li> <li>*AEN register updated regularly and shared with staff.</li> <li>*Staff consider learning styles and interests of children with AEND and plan accordingly.</li> <li>*Professional development opportunities ensure high quality teaching adapted for individuals.</li> </ul>	School staff aware of children with additional educational needs and disabilities and develop a deeper understanding. SP6

Learning resources are accessible to children with additional educational needs and disabilities	*Staff feedback to SENCO regarding specialist equipment. *Liaison between external agencies and SENCO to source specialist equipment.	Children have increased access to curriculum materials. SP4
When planning school trips involving children with additional educational needs and disabilities the school will make every effort to accommodate their needs thereby allowing them to access the experience	*The trip leader will undertake a risk assessment relating to any group member with an additional educational need or disability. *Any reasonable additional expenditure necessary to accommodate adjustments must be considered. * Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a child with additional educational needs or disability.	All children, where possible, will have the opportunity to take part in a school trip including residential. SP5

<b>Increasing access for AEND children to the Physical Environment</b>		
<b>Aim</b>	<b>Good Practice</b>	<b>Objectives</b>
Ensure that emergency evacuation procedures take account of the needs of children with disabilities	* Identify the child and review their needs. * Ensure that appropriate planning includes places of safety and staff responsibilities have been established. * Complete a personal emergency evacuation plan for all children with accessibility issues and review these in a timely manner.	Identified child is safe and has a clearly recognised set of procedures in place to meet their individual needs in case of a fire or other emergencies requiring evacuation. When required staff can assist in an efficient evacuation procedure. SP4
Improve and maintain access to the physical environment	* the environment is adapted to the needs of the child as required. This may include: <ul style="list-style-type: none"> <li>• ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Desks or chairs at wheelchair accessible height</li> </ul>	Accessibility is permitted to all children. SP4
Monitor level access to ground floor facilities. Monitor lifts and stairs to upper floors and ensure access is appropriate.	*Through site inspection ensure that all entrances are accessible and any remedial work carried out effectively. * Site inspections carried out alongside checks on lifts and stairs.	No restriction to entrance and exit on the school site. SP4
Apply a no cost curriculum planning solution to providing	* Timetable modified where necessary so that a particular teaching group can be located in	Where possible children with additional learning needs and disabilities have

classroom accessibility two children with additional learning needs or disability.	rooms with easy access. For example, the ground floor.	full access to teaching areas because they are in accessible rooms. SP4
Provide appropriate furniture and equipment where necessary for children with additional educational needs and disabilities.	* Plan for the purchase of furniture or equipment to meet the needs of known children with additional needs or disabilities based on specialist advice received.	School is able to respond rapidly in providing appropriate furniture and equipment. SP5
Provide environments that are conducive to learning	* Make adjustments to allow children with additional educational needs or disabilities to learn effectively; such as a sensory audit for a sensory difference to ensure low arousal and calming mechanisms within the classroom.	Children can learn in their surrounding environment. SP5

<b>Increasing the delivery of Written Information to AEND children</b>		
<b>Aim</b>	<b>Good Practice</b>	<b>Objectives</b>
To make written information more accessible to children with additional learning needs and disabilities.	<ul style="list-style-type: none"> <li>* Enlarge resource materials.</li> <li>* Coloured or buff paper used for photocopying.</li> <li>* Enlarged written communication with home.</li> <li>* An electronic version of all school / communication.</li> </ul>	Children with additional educational needs and disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats. SP3
Improve the delivery of information to children with additional educational needs on disabilities.	<p>All schools use a range of communication methods to make sure information is accessible. This may include:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	

### **Scoil Vallajeelt and St. Thomas' Church of England Primary School Action Plan**

An Accessibility Audit took place at the campus in January 2024 highlighting aspects for improvement. A copy of the audit has been shared with Department of Infrastructure (DOI) who are responsible for the maintenance of the building and site and can then decide if they need to include recommendations in their future plans for the school.

The School Plan identifies how actions are connected to the Specific Priorities (SP) outlined in the Department of Education Sport and Culture Accessibility Plan 2024 - 2027 working to the following priority timescales:

**Priority A:** Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

**Priority B:** Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

**Priority C:** Where action is recommended within 12 - 24 months to improve access.

**Priority D:** Where the recommendation involves excessive costs or should be implemented as part of a long- term plan.

Area of Accessibility	Responsibility		Time Scale	Action	Priority
	School	DOI			
Access to physical environment		X	When needed	Installation of induction loop (SP5)	A
	X		When needed	PEEP plan written for individuals where necessary	A
		X	When funds permit	Dropping the kerbs around the accessible car parking space and adding tactile markers (SP4) Increase the space sizing in length plus adding transitional area to the rear of each space. (SP4)	B
	X		See above	Signage to state blue badge parking (SP4)	B
	X		July 24	Signage from the lower car park to direct visitors to the main entrance and also blue badge parking space. (SP4)	B
		X	April 24	Nosings painted on the concrete steps that provide access from the lower car park to the playground. (SP4)	B
		X	July 24	Handrail extended 300mm beyond last step on steps leading from lower car park. (SP4)	B
		X	When required	Handrails in standard toilet cubicles. (SP4)	B
		X	July 24	Replace the toilet pan in the disabled toilet so it measures 750mm. Move the radiator in the disabled toilet to create a transition space. Fit handrails around the sink area in the disabled toilet. Change toilet seat to contrasting colour. (SP4)	B
	X		When required	Internal stairs have no tactile markers indicating stairs (SP4)	B
	X		April 24	School website to indicate accessibility of premises (SP4)	B
	X		When required	Height of doorbell and lack of Braille signage-will put up sign for doorbell. (SP4)	B
		X	No action	Internal front door is heavy-needs to be heavy to close and lock to safeguard the building. The door is held open by staff for visitors and closed afterwards. (SP4)	B

	X		No action	Height of Admin Officers desk-suitable for current occupant (SP4)	B
	X		When funds permit	No colour contrasting carpet on ramp in Meadow Hall (SP4)	B
		X	When required	No diagram of the school that is tactile or in Braille (SP4)	C
	X		When required	Door signs are too high up, not tactile or in Braille-signs are appropriate for the age of the children using the room and away from door push plates. (SP4)	C
		X	When required	Some lighting around the school was bright and could not be dimmed-all rooms currently used are appropriate for the users. (SP4)	C
		X	Dec 24	Lighting at the rear of the staff car park is quite limited-ask for DOI to come and test the suitability of current lighting. (SP4)	C
		X	When required	Taps in dome area/staff toilets have 'turn' switches which may be difficult to use if manual dexterity issues. (SP4)	C
		X	When required	Height of worktops in staffroom (SP4)	C
		X	July 24	Staff toilets block upgrade in Summer 24. Change lock mechanism to sliding lock. (SP4)	C
	X		When required	Lack of contrast in colour of surfaces of dining benches and tables (SP4)	C
		X	When funds permit	Some pathways in lower car park are uneven (SP4)	C