



Clore Shalom School

School Policy for: Accessibility Plan

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Author: HCC/Carly Lax

Signature: **Karen Cohen** **Head Teacher**

Date: **January 2020**

Signature: **Katie Adams** **Chair of Governors**

Date: **January 2020**

A. Current Situation

1. Emergency services
2. Physical access for disabled adults and children
3. Transport – arrival and collection of pupils including parking
4. Access to the curriculum

B. Plan for development

A. Current Situation

1. Emergency services

- Access to the school from the main road (Shenleybury) either through bridle path, as far as the bollards or up Farm Close
- Identified difficulty at opening times eg 8.15am, has been overcome by setting up a one way drive through system
- Closing time, usually 3.00 – 3.15pm – emergency vehicles advised to use bridle path access.

2. Physical Access to the premises for disabled adults and children

- All entrances are ramped
- All exterior doors push to open and have 2 opening doors
- All emergency exits and the direction to them are clearly identified
- Most interior doors are wide enough for a standard wheelchair.
- Disabled toilets on ground floor, both in main building and early years building.
- 1 Shower incorporated in Early Years unit.
- All classes can be taught on ground floor and all members of teaching and administration staff can work entirely on ground floor
- Building and grounds regularly inspected for easy access and unobstructed evacuation routes – especially stairways, hallways and doorways.
- Risk assessment carried out regularly with H & S Governor and HCC
- Extra-curricular activities – After School Clubs, School trips, School Journeys – Risk assessments carried out and special provision made if necessary.
- Grounds – no steps once past the front door, adequate supervision levels in school policies to provide safety round trip hazards, pond, allotments
- Contractors and workmen – proactive support for any persons with impairments or disabilities.

3. Transport – arrival and collection of pupils including parking

- Priority parking in labelled bays for Blue Card holders and any others who request.
- Advice given on access during peak times.
- Flexible arrangements for arrivals and departures

4. Teaching and the curriculum

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	As needed eg previously engaged	
Are your classrooms optimally organised for disabled pupils?	Access routes kept under constant review	
Do lessons provide opportunities for all pupils to achieve?	Careful tracking of planning and progress, especially for vulnerable	

	pupils	
Are lessons responsive to pupil diversity?	Gender, learning styles, any impairments taken into account when planning and creating resources	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes – support given when needed	
Are all pupils encouraged to take part in music, drama and physical activities?	Yes – all participate	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Practical equipment provided for many lessons	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	Yes	
Do you provide access to computer technology appropriate for students with disabilities?	Yes	
Are school visits made accessible to all pupils irrespective of attainment or impairment?	Yes – arrangements in place for those with severe food allergies.	
Are there high expectations of all pupils?	Yes	
Do staff seek to remove all barriers to learning and participation?	Yes	

Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	Yes	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Yes – complete access to the ground floor and no reason to need to go upstairs.	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes – regular reminders go to parents about parking safely.	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Yes – visual components to be included if needed.	

Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	All clear	
Are areas to which pupils should have access well lit?	Yes	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Yes – have been in the past and will be done if appropriate.	
Is furniture and equipment selected, adjusted and located appropriately?	Yes	

B. Planning for improvement

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Curriculum					
Short Term	All staff to be aware of the need for school to be accessible, physically and through the curriculum	Briefing, discussion	Staff with positive attitudes to creating good access for all	Recap termly	Yes
	The school will ensure that school visits will be made accessible to all pupils irrespective of attainment or impairment subject to funding available for extra staff	Extra funding will be sought to allow additional adult support to accompany disabled pupils on school visits. This would be an essential element if such visits were to take place. All visits to be recorded using evolve where they will be approved by the off-site visit co-ordinator.	As the need arises all children will be able to take part in all school visits subject to adequate funding.	Ongoing	

	The school will provide alternative ways for pupils to access the curriculum in the event of a short term medical issue i.e. broken limb.	ICT equipment could be used for pupils who cannot write. Location of lessons altered should access be a difficulty.	Staff will accommodate the needs of all pupils and they will be able to access all aspects of the curriculum	On-going / when necessary	
Medium Term	School – teaching, premises and admin to be ready to make appropriate adaptations as identified.	As need identified, seek advice and implement	Environment and resource adaptations in place and staff trained to meet identified needs	As and when	Yes
Long Term	Maintain current good physical provision and positive “can do” attitude to providing access for all	Set aside funding, update audit/plan	Pupils and adults feel welcome and able to participate in all areas of school life.		Yes

Physical Environment

Short Term	Identify needs of pupils with a disability. Organise classroom as appropriate, ensuring furniture is placed accordingly and resources	Classroom organised and furniture brought/ loaned as appropriate. Furniture that need to be fitted and measured for will be done by trained professionals.	Pupils are not disadvantaged because of any classroom layout.	On-going/ when necessary	
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	are accessible.				
	The school will continue to provide easy access around the school site [internally and externally] to make the use of the school building accessible to all users.	Marking a designated walk way through the car park and around the school.	All users of school will be able to find their way around the school safely	On-going / when necessary	
Medium Term					
Long Term	The school will continue to check and maintain the accessibility of the site	Annual health and safety walk with a member of SLT and governor.	The site will maintain at the current standard and areas of development will be identified and planned for	On-going/ yearly	
	Create 5 year plan to improve the school building, taking into account the needs of all uses and their disabilities.	Building work will be completed once planning and funding are in place.	The school will continue to improve its facilities to meet the needs of all	On-going	