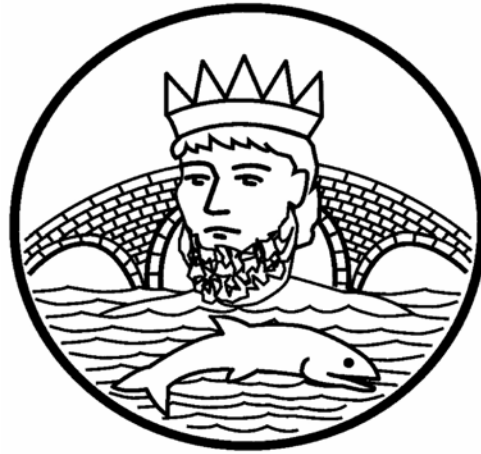


King Athelstan Primary School



Disability and Access Policy

Responsibility: Assistant Head/Inclusion Manager

Date reviewed: November 2013

Next review date: November 2016

The Special Educational Needs and Disability Act requires King Athelstan Primary School to anticipate the needs of disabled students in general and to make "reasonable adjustments" to ensure that individuals are not substantially disadvantaged.

Some examples of reasonable adjustments might be providing special equipment, such as specialist seating or portable induction loops in classrooms or to provide pupils with paper copies of whiteboard activities.

The definition of disability is that set out in the Special Educational Needs and Disability Act, and includes people who have any of the following:

- physical disability;
- sensory impairment (e.g. visual, hearing);
- mental health problems;
- chronic illness (e.g. asthma, epilepsy, diabetes);
- medical conditions which may cause pain or other symptoms which affect your learning (e.g. side effects of treatment, poor attention, poor concentration), Asperger's
- Syndrome/Autism Spectrum Disorder;
- specific learning difficulties (e.g. dyslexia, dyspraxia).
- any other condition which has a significant effect on your ability to study.

Aims:

We aim to treat every person as an individual, with needs, which may differ from those of other people with a superficially similar disability. So we do not have a "set of procedures for students with dyslexia" or a "set of procedures for visually impaired students": each person's needs are considered individually.

- We aim to be an inclusive school in respect of pupils, staff, parents and visitors
- We actively seek to remove the barriers to learning and participation that disadvantage individual pupils or groups of pupils.
- We will work to ensure that all pupils have the same opportunities to benefit from a broad, balanced and relevant curriculum.
- We are determined that pupils with a disability will not in principle be treated less favourably as a result of their disability.
- We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not disadvantaged.

- We will endeavour to anticipate the needs of pupils, staff or parents before they join the school.

King Athelstan is a 2 form entry primary school with Children 's Centre on site.

We aim to provide access to our buildings, facilities and curriculum for all those who wish to access them. We are committed to improving access within the limitation of the physical structure of the buildings and other resources.

We endeavour to make improvements wherever we can and whenever we can. The Governors and Headteacher will make provision, where possible, to meet the needs of individual children and adults. As a school, we are committed to improving access to the disabled and will do so as we make alterations to the school buildings or redecorate internally. We will seek advice from a range of agencies. If there is a need to provide resources of any kind in order to enable access to the building or the curriculum, we will seek advice and endeavour to meet the needs of any individual.

This document provides many of the key issues that need to be addressed in order to improve disability access.

| Key Issue | Provision | Responsible Person(s) |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Access to the curriculum | All pupils have access to the curriculum at a level appropriate to them. Access offsite activities. Children with special educational needs may require differentiated access to the curriculum. | Emily Newton/ Tim Holmes |
| The Car Park | Emergency access to the main entrance and rear of the building is maintained at all times. | Site Manager |
| Pathways | All pathways are of a flat surface usable by wheelchairs. A permanent ramp is provided at the majority of external doors (adaptations planned for FS middle classroom and rear access to the KS2 playground through development/expansion of the premises) | Emily Newton/ Site Manager |
| Main entrance | The main entrance has a single glazed door which is visible from the reception desk in case of the need for assistance. In the entrance lobby there is a reception counter to facilitate a person in a wheelchair. The main disabled w/c is accessed from the main entrance lobby. Wide doors lead to the main school and for access to all school areas on the lower level. | Emily Newton/ Site Manager |

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| Pupil entrances | All pupil entrances have 900mm access doors or double doors. Alternative entrances are available where entrances have steps at their approach. | Emily Newton/ Site Manager |
| Toilet facilities | There is one disabled w/c in the main reception fully equipped with outward opening door, high level w/c, grab rails, special basin handles, pull cord alarm etc. A further disabled w/c is available in the Children's Centre and King Athelstan Centre. | Emily Newton/ Site Manager |
| Internal doors | All internal doors to classrooms are of standard wheelchair access width. All doors to corridors and hall are double doors. All door handles are of a height accessible for wheelchair users. | Emily Newton/ Site Manager |
| Stairs | There are two sets of stairs in the school. Plans if the school expands include removing the split upper level and installation of a lift. <i>Should a user with special needs join the school the relevant classroom/areas would be adapted to meet the needs of the individual.</i> <i>In the event that a child's suffers an injury or has an operation that results in temporary changes around their access arrangements, the school implements a personal plan to meet their needs on a temporary basis is implemented including fire procedures.</i> | Emily Newton/ Tim Holmes |

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| Classrooms | Classrooms have moderate space for wheel chair movement. The majority of sinks are accessible from wheelchair height. There are no distress alarms within the school for disabled use. <i>Should a user with special needs join the school the relevant classroom would be adapted to meet the needs of the individual.</i> | Emily Newton/ Tim Holmes |
| Hall | The hall has access by two double internal doors, one single door, (from kitchen) and two double external doors. There is no permanent stage or steps. There are 2 sets of double doors to the small hall. All external hall doors have ramp access. | Emily Newton |
| Playground | Single level hard surface in KS1 - except for curbs at double gate access. Grassed area. All accessible by wheelchairs. Slight changes in level in KS2 playground however both areas accessible. | Emily Newton |

Health and Safety Arrangements for Disabled Pupils in School

Manual handling equipment including hoists may be required for pupils in wheelchairs or with severe mobility problems to assist with toileting, physiotherapy sessions, PE and any other appropriate situations (including carpet time). Consideration may need to be given to the type of desk that the pupil has - for example, is it an appropriate height if the pupil is in a wheelchair? Could an extra desk be added of the appropriate height, for example, in science areas where benches tend to be much higher than normal desks? For general classrooms, could the pupil's existing desk be altered in height?

Where a child has hearing disabilities, visual alarms may need to be provided and linked into the fire alarm system.

Where a child has a visual impairment, brail fire evacuation signage at child height may be required. Identification of an adult to act as the seeing companion, having in place an emergency evacuation plan and regular practice of the fire evacuation are all methods of addressing this issue.

Risk assessments are undertaken for manual handling tasks undertaken by staff members, including those which involve moving people. Examples of such tasks include:

- transferring a pupil/staff member from a wheelchair to a physiotherapy bed/ another chair
- assisting pupil/staff member with physiotherapy session
- transferring a pupil/staff member from a wheelchair to a toilet
- assisting pupils/staff members with little or no mobility when they have fallen
- assisting pupils to eat lunch
- manual handling tasks likely to occur during educational visits

There are a variety of measures that could be identified to reduce the risks of manual handling, including:

- hoist(s) - important in reducing the manual handling required by staff and also improving the comfort and safety of the disabled person being moved
- 'sliding' sheets to assist with transfers
- a bed (preferably height adjustable) to enable staff to maintain safe working posture whilst assisting pupil/staff member with physiotherapy exercises
- emergency powered lifting cushion for use when a person falls
- training for staff assisting with manual handling (this is essential, not optional)
- wheelchair tray to assist pupil with eating lunch, reducing the need for the staff member to lean across to help
- more than one staff member to assist with a difficult task

Personal Emergency Evacuation Plans

Personal Emergency Evacuation Plans (PEEP) will be written for children or staff who may require additional assistance in the case of an evacuation in an emergency.

The personal emergency evacuation plan is a short document which confirms these arrangements. The plan is 'person specific' thus focussing on the individual needs of that pupil or staff member.

The PEEP should include the following information:

- name of pupil/staff member;

- names of the team members allocated to assist the pupil/staff member in emergency evacuation situations;
- a school plan identifying the evacuation route(s) available to the pupil/staff member;
- method of evacuation, e.g. where use of an Evac chair is required to transfer the person from upper floor to ground level;
- if the use of Evac chairs is not appropriate for the person (e.g. because of a rare, complicated medical condition where use of the evac chair would compromise the person's health) the plan will need to confirm whether places of refuge are to be used or a lift
- locations of refuge areas if these form part of the Plan; if there are no suitable places of refuge, this should be stated in the Plan;
- communication methods and relevant information, e.g. if walky talkies are to be used, what channel they should be set to.

The PEEP is displayed in classrooms that the pupil uses, in the staff room and corridors, next to the fire alarm call points and general emergency evacuation signs. The plan should be regularly practised, and always followed during fire evacuation practices.

Group Emergency Evacuation Plans

Group Emergency Evacuation Plans (GEEP) will be written for occasions where large groups of children/adults are gathering in the school e.g. for a school concert or performance. The group emergency evacuation plan is a short document which confirms evacuation arrangements. The plan is 'group specific' thus focussing on the group's needs at the time of the gathering. The plan will be referred to prior to the event starting to ensure that everyone present is aware of the evacuation procedures.

Monitoring, evaluation and review:

The policy will be reviewed annually and assess its implementation and effectiveness. The policy will be reviewed immediately should a user with special needs join the school

Application:

The Governing Body of King Athelstan reviewed this policy in Nov 2013. It will be reviewed again in Nov 2016.

Appendix 1

GEEP for school productions/assemblies to be announced prior to the event starting:

With usual stage arrangements at apparatus end of the hall:

- Parents/carers exit by side doors into KS1 playground and walk around the building to KS2 playground.
- Parents/carers at the back of the hall can also use the doors to the corridor and Hogsmill exit.
- Children exit through sidedoors into KS2 playground
- SLT to direct parents and carers taking with them the seating plan
- Class teachers to direct children.

With usual assembly arrangements with parents and carers seated at the rear of the hall:

- FS, KS1 and KS2 children to exit through side hall doors into KS2 playground
- Parents/carers exit through KS1 playground and walk round to KS2 playground.

GEEP for lunchtime:

Usual evacuation procedures however children in the lunch hall should leave by the fire doors in small hall into KS1 playground and be escorted by SMSAs and SLT to KS2 playground.

REVIEW OF POLICY

Signed on behalf of the Governors: _____

Date: _____