



Fawood Children's Centre Accessibility Plan

Reviewed: Spring 2019

Next Review Due: Spring 2020

Policy Leads: Premises Manager & SENDCO

Approving Committees: Resources & Curriculum

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, as amended by the SEND Code of Practice: 0-25 Years. It also drew on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002, and “The Equality Act 2010 and Schools” (DFE-00296-2013).

Definition of Disability

Disability is defined by the Equality Act 2010 as:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Key Objectives

- To reduce and eliminate barriers to access to the curriculum, and to full participation in the school community for children, and prospective children, with a disability.
- To improve the delivery of information to disabled children and their parents/carers through the Brent Local Offer for SEND

Principles

- Compliance with the DDA /Equality Duty is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against children with disabilities in their admissions and exclusions, and provision of education and associated services
 - not to treat children with disabilities less favourably
 - to take reasonable steps to avoid putting children with disabilities at a substantial disadvantage
 - to publish an Accessibility Plan.

- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual children and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to children's diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of children.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objectives (above).

a) Education & related activities

The school will continue to seek and follow the advice of:

- LA services, such as specialist teacher advisers and SEND inspectors/advisers;
- appropriate health professionals from the local NHS Trusts;
- Lucy Cox – Specialist Teacher of Children with Autism, and Partnership SENDCO.

In addition, the SENDCO will ensure that where necessary, appropriate training is provided for staff, to ensure that all children have full access to the Early Year's Curriculum.

The SENDCO and Practitioners will regularly discuss the progress of children with SEND, and formulate individual Provision Plans accordingly.

The SEND Governor will monitor the implementation and progress of these plans and the impact they are having on each child's learning.

b) Physical environment

The school will take account of the needs of children and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This will be done by the Premises Manager and SENDCO through an Annual Accessibility Audit and Action Plan.

The actions on the Accessibility Action Plan will be prioritised by the SLT and monitored by the Curriculum Committee.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

- The use of Makaton and/or PECS will be implemented as necessary;
- The Administrative Team will research the provision of information in alternative formats and feedback all available options to the SLT, including costs where applicable.

d) Financial planning and control

The Executive Headteacher, with the Senior Leadership Team and the Resources Committee will review the financial implications of the Accessibility Plan as part of the normal budget review process. The objective is that over time the Accessibility Plan will be integrated into the Centre Development Plan.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g:

- Centre Development Plan
- Staff CPD plans
- Premises and Capital Works development plans
- SEND policy
- Equalities policy
- Curriculum policies
- Governor training plan

Action Plan

See attached (Appendix 1)

Evacuation Routes

See Attached (Appendices 2 & 3)

Date of last Review: Spring Term 2019

Date of next Review: Spring Term 2020

Members of staff responsible: Premises Manager & SENDCO

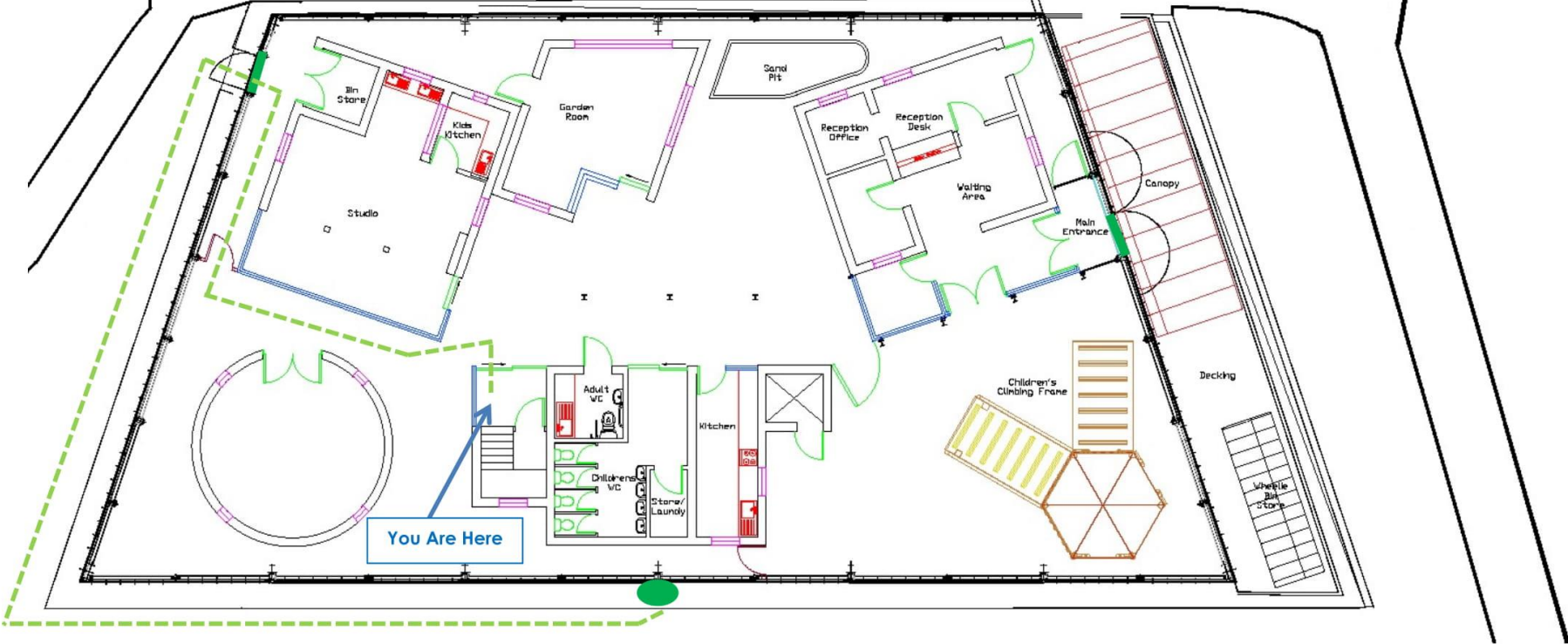
Governors & Committees responsible: Chair of Governors, with the Vice Chair of Governors, the Senior Leadership Team, and the Chairs of: The Curriculum Committee and Resources Committee.

Action Plan

Key Objectives:							
1	To ensure that children with Autism and/or a physical disability can evacuate the building during an emergency evacuation, with as little discomfort as possible						
2	To ensure that current interventions meet the needs of every child, and enable them to make good progress						
3	To ensure that those with a hearing impairment can communicate effectively						
4	To improve threshold colour differentiation at doorways						
	TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES (money, time, cover)	SUCCESS CRITERIA	MONITORING
			Start	Finish			
1	All children with Autism and/or a physical disability have a Personal Emergency Evacuation Plan that describes their needs and behaviours during times of change in routine, and the steps staff need to take to assuage these	LC	Spring 2019	On-going as necessary	N/A	Children with Autism are less upset during Emergency Evacuations Children with a physical disability are evacuated safely and quickly in an emergency	Curriculum Committee
2	SENDCO to audit current interventions and their success/impact on progress	LC	Spring 2019	On-going	N/A	Interventions meet the needs of all children and every child makes progress	Curriculum Committee
3	Continue the use of the Induction Loop at Reception and provide a BSL Interpreter as necessary	JA	Spring 2019	On-going	Approx. £250 per BSL attendance	Persons with a hearing impairment have effective means of communication	Resources & Curriculum Committees
4	Source and purchase threshold differentiation paint/tape	MN	Spring 2019	Summer 2019	£150	Thresholds are clearly identifiable to the visually impaired	Resources & Curriculum Committees

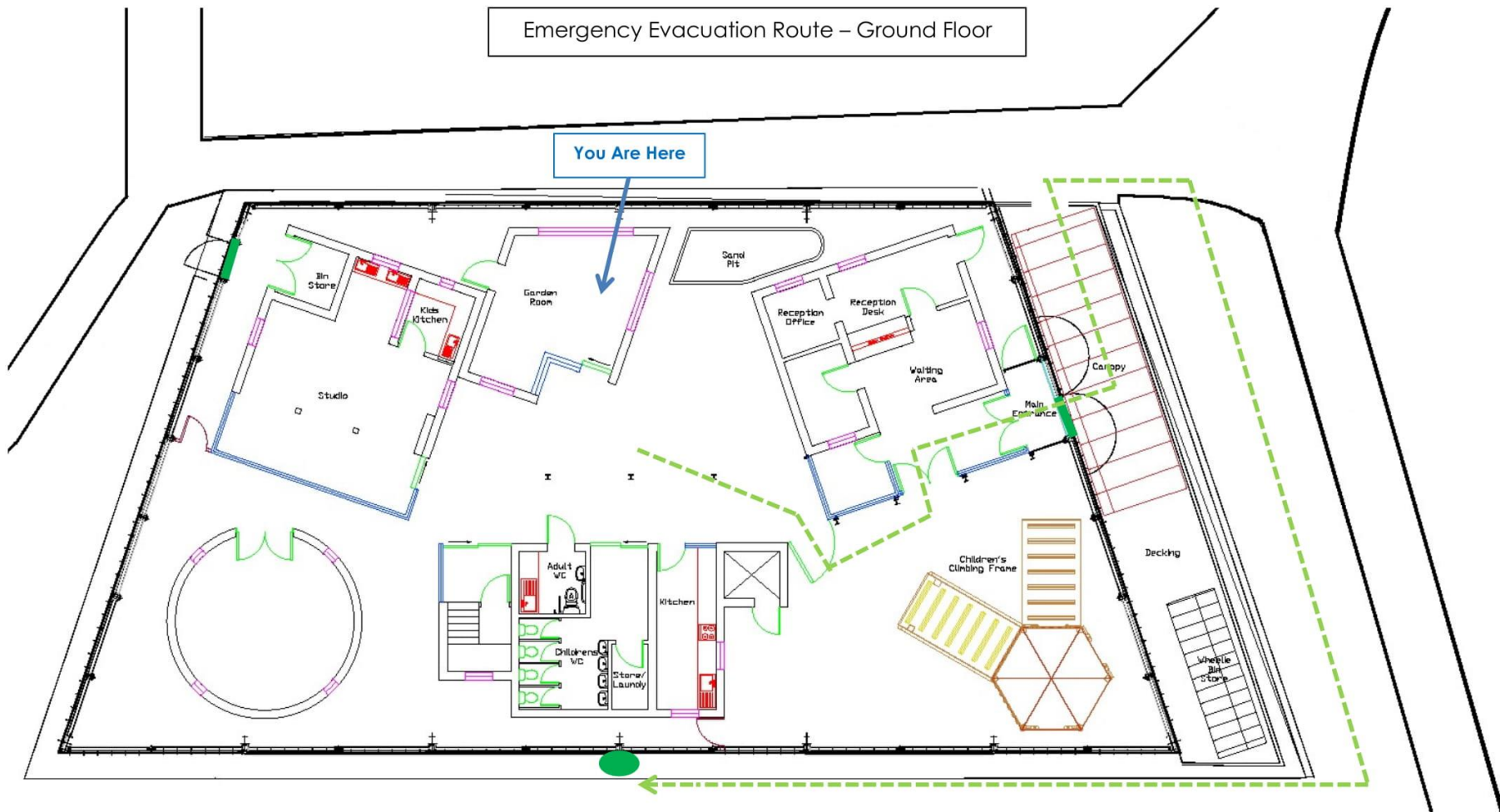
LC = Lucy Cox, JA = Jackie Ashbourne, MN = Mauranne Newby

Emergency Evacuation Route – Stairwell



- Designated Fire Exits
- Evacuation Route
- Assembly Point

Emergency Evacuation Route – Ground Floor



- Designated Fire Exits
- Evacuation Route
- Assembly Point