

ACCESSIBILITY PLAN AND ACCESS STATEMENT

Aim of the Statement and Plan

- To make provision to allow disabled children, staff and parents to be fully included in school life.

To achieve our intentions Annan School will

- Make reasonable adjustments to the physical setting of the school and classrooms
- Review health and safety in relation to specific needs, including medical, emergency and evacuation procedures
- Increase awareness of barriers to access, including space in teaching area and outside areas including pathways of travel, signage and decor
- Liaise with parents and prospective parents
- Review practices and policies as necessary
- Address training needs of all staff
- Consider trips and outing that can be accessed by all children where possible
- Include all children in all curricular and extra-curricular activities, where it is reasonable to do so

Three-year Plan

It is our intention that over a three-year cycle and with due regard for funding and resourcing, we will address:

- Improvements to increase access to education at Annan School;
- Ensuring that the school site is accessible and safe for all users;
- Providing training as appropriate to ensure any child with a disability achieves their full potential

Our plan exemplifies the school ethos that:

- Everyone in the school community is made to feel welcome;
- There are high expectations of all children;
- Staff and children share a philosophy of inclusion;
- Children are equally valued;
- The school seeks to remove barriers to learning.

Our three-year plan (2011-14)

- Our 2011-14 three-year plan focussed in particular on the EYFS. This included a £25,000 project to create an accessible garden - designed and part-funded in consultation with the Inclusion team at East Sussex County Council. This has been further developed with accessible growing beds being incorporated into the kindergarten garden. The layout of the Infant garden has been planned to incorporate free flow activities accessible by all children in the Infant House. The toilets are accessible from the building and include a compliant disabled facility.

Our three-year plan (2014-17)

- Our 2014-17 three-year plan had particular focus on the KS2 provision. This has included the construction of an architect designed Junior Building (Keilhau) where access was a requirement of the design. It has incorporated no internal thresholds, full opening doors to all area and new compliant toilet facilities within the building. The design layout included open access cloakrooms to increase independent access to these facilities. In addition, the outside has been level-paved

around the building to ensure all outside areas can be accessed. This has been supported by fundraising.

- Further areas of the plan included a new level tarmac playground, disabled parking and drop off facility and a re-surfaced drive between the car park and school.
- The final phase of the three-year plan (2016-17) was to increase the access to the outdoor learning environment. This included designing an 'on-site' wildlife area for forest school, activities. This was planned by the children together with a Forest School design consultant. The project included level (woodchip) paths clearly defined around the site, fencing the pond area incorporating a 'safe' decking area to view the pond, and access to equipment and materials within the area to enable all children access to forest school type activities.

Current three-year plan (2018-2021)

- **The focus of the current plan (2018-2021) is to increase the extent to which disabled pupils can participate in the school curriculum.**
- To employ the services of an outside agency (Council for Disabled Children) to review the school policies, in particular the Equality and Disability Statement, the Access Statement and Accessibility Plan and the Special Educational Needs and Disability Policy.
- To advise the Senior Leadership Team (SLT) and the school proprietors on ways to ensure that the policies incorporate best practice and the school's ambitions for its disabled pupils.
- In the light of this review, to update all policies over the three-year period to ensure they are fully compliant with the Equalities Act (2010), reflect best practice and make the school as inclusive as possible.
- To consider the whole school curriculum in relation to the aspirations of this plan. This will be led the School Curriculum Lead in conjunction with others with curriculum expertise within the school. Over the lifetime of the Plan, to focus on chosen areas of the curriculum with a two-fold aim:
 1. to ensure that the curriculum can be accessed by children with a range of disabilities;
 2. to ensure that awareness of disability is developed through the curriculum.
- To provide external training (Council for Disabled Children) for all school staff on:
 - Disability awareness and legal duties, including reasonable adjustments and recent reforms to legislation;
 - Involving disabled children and young people and their parents in decisions about the services they can access;
 - Ensuring policies and procedures take into account the needs of disabled children and young people;
 - Managing risk and risk assessments;
 - Age considerations when working with younger children.

Access Statement and current provision

Facilities marked (3YP) are/have been introduced as part of our previous three-year plans

Car Parking and Arrival

- There is parking available on site for blue badge holders adjacent to the playground/school office. (3YP);
- There is a drop off point at the main entrance gate adjacent to the playground. (3YP);
- The surface of the drive is tarmac. (3YP);
- There is one step up to the entrance of the school office, kindergarten and Key Stage 1 classroom. All doorways have small threshold steps;
- All buildings have entrance doors of a minimum 87cm wide. All buildings can be accessed through double doors to the lobbies of minimum 120cm width;
- The entrance doors are not automatic, but staff are available for those who may need assistance.

Office

- The school office and reception is situated in a ground floor building accessed by a paved slope from the main playground. (3YP);
- The area is well lit with additional automatic lighting in poor visibility. (3YP);
- The reception desk is at seat height. (3YP);
- Pen and paper are available on request. (3YP);
- There is a pictogram map of the school available on request (3YP).

Classrooms and other teaching areas

- Most of the teaching areas are on the ground floor of the buildings. In the Infant house there is a first-floor teaching area and dining room. These are accessed by a wide staircase and handrail. In the case of admission of a pupil or member of staff with mobility/access difficulties the school would look at the reasonable adjustments that could be made to accommodate such a disability;
- The teaching areas are well lit with overhead lighting and natural daylight;
- Furniture is spaced adequately for staff, children and visitors to move freely;
- There is one flight of stairs located in the Infant House;
- Flooring is level and of wood, carpet or vinyl. All vinyl flooring is slip resistant;
- The narrowest internal doorway is 80cm;
- Adequate seating is available.

Toilets

- Toilets are located on the ground floor in the Infant House, Keilhau building (3YP) and School Hall with level access. Outside toilets are accessed by two steps from a paved pathway;
- An accessible toilet is located in the Keilhau building and the School Hall (accessible for children in the Infant House) (3YP);
- Accessible toilets have doors which are 90cm wide;
- The accessible toilet in the Keilhau building has vertical and horizontal grab rails (3YP);
- There is an alarm cord with both a visual and audible alarm (Keilhau) (3YP);
- Baby changing facilities are also provided in the Kindergarten (ground floor);
- A waste bin for hygienic disposal is provided.

Catering

- The school offers facilities for cooked meals and packed lunches and snacks from home;
- Meals are taken in the hall (except EYFS) which is situated on the ground floor with level access;

- Tables are well spaced apart and have bench seating. Chairs are also available;
- Lighting is from natural daylight and overhead lighting;
- Staff are always available to assist if required;
- Gluten free meals and non-dairy milk are available.

Grounds and Gardens

- Outside there is a large level playground to the front of the buildings surrounded by a block paved level pathway (3YP);
- There are two large play areas for the EYFS to the front and rear of the Infant House with a level path and various textured surfaces. There is a mobility designed wooden bridge. Paths are level;
- Wooden benches are placed at intervals around the outside play areas;
- Some areas of the school site require reasonable mobility (see Outdoor Learning).

Trips and off-site activities

- A separate policy exists covering off-site activities. In assessing the suitability of a venue for a trip or visit, accessibility is one of the factors that is considered. A risk assessment is carried out where necessary and the school makes use of access statements and risk assessments when these are provided by a venue.

Statement relating to Outdoor Learning

Due to the nature of the site and the school's integral approach to outdoor learning, the school site may not be a practical choice for children and staff with certain disabilities.

Outdoor Learning and forest school activities require reasonable mobility, sight, hearing and mental capacity by the nature of using open woodland and the inherent natural hazards. Children need to be able to hear and understand instructions and have an awareness of natural hazards such as tripping hazards, overhanging branches, brambles, nettles, etc.

An on-site wildlife area has been developed (2016-17) to increase access to Outdoor Learning by all children at the school.

Additional Information

- We have a set of evacuation procedures and staff assist with evacuation in all circumstances.
- Clear signage is used throughout the school with a clear font of white lettering on a purple background. Statutory signs are displayed and comply with legislation. Staff are always available to assist.

This access statement aims to accurately describe the facilities that we offer and outlines our plans to continually improve access to education at Annan School.

Reasonable adjustment

Parents of prospective children with a disability will have their child's individual needs assessed to ensure that they can be met by way of **reasonable adjustments**, in line with both our Equality and Disability statement and the Equality Act 2010.

Review

This plan is reviewed annually. The current three-year cycle will be reviewed in September 2021. The plan will also be reviewed if there are changes to the current legislation.

Current review dated: 14/10/2019

Next Review date: October 2020

Mark Hunter

