

Clewer Green CE Aided First School

Inspiring Children

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Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

ACCESSIBILITY PLAN

AIM

Our aim, in line with our distinctively Christian values, is for every child, to have the support that they need, and, by example and direct teaching, promote a Christian ethos within the school, whilst recognising that not all of its members will be practising Christians.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Board has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Board of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Definition of Disability: Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.'

The purpose and direction of the school's plan: vision and values

At Clewer Green First School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Clewer Green First School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;

- ❑ children with SEND;
- ❑ gifted and talented children;
- ❑ children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

<p>Old Building – Foundation Stage, Year 1 and Year 2 Classrooms</p>	<p>The Old Building is accessed via a ramp from the front playground. The ramp and step is marked with a fence.</p> <p>Those in wheelchairs wishing to exit the old building via the front reception should make themselves known to the office who will support them to leave through the security doors.</p> <p>There is the provision of a disabled toilet in this part of the building.</p> <p>All classrooms have either flat or ramped entrance and exits.</p> <p>Corridors are wide enough for wheelchairs to be used and all fire doors are double doors.</p> <p>The Computing Suite is accessed via steps. Provision will be made for children with any disability to conduct Computing lessons via a lap-top.</p> <p>The Foundation Stage play area is accessed via ramped entrances and exits.</p>
<p>Extension to Old Building – Year 2 and Year 3 Classrooms and Studio Hall</p>	<p>The upstairs classrooms are only accessible via stairs, but the school will always ensure that a suitable classroom is used to accommodate any disabilities.</p> <p>There is the provision of a disabled toilet in this part of the building.</p> <p>Corridors are wide enough for wheelchairs to be used and all fire doors are double doors.</p>
<p>New Building – Year 3 and 4 Classrooms and Hall</p>	<p>Access between the two buildings is one level between wide doors.</p> <p>There is the provision of a disabled toilet in this part of the building. Access is via the internal security door. Parents/pupils will need to be escorted by a member of staff with the necessary fob.</p> <p>Corridors are wide enough for wheelchairs to be used and all fire doors are double doors.</p>
<p>Hall</p>	<p>Main entrances are flat allowing for easy wheel chair access. Double doors provide access to the outside playground.</p> <p>Access to Kitchen Servery is clear and suitable for wheel chair bound pupils.</p>
<p>Playground</p>	<p>Available for all pupils. Access is available without the need to use steps.</p>

Field Area	Available for all pupils.
Parking	There is parking available in the staff car park at the rear of the school, with one designated disabled space. Wheel chair bound staff can access the school building with their fob via the side car park security gate. Wheel chair bound pupils can park outside the front of the school if displaying the appropriate badge.

Where improvements to accessibility could be made these have been highlighted in the Health & Safety Walk round and have been fed into the School Development Plan. Please refer to the most up-to-date version of the school's SDP for further information.

Evacuation Procedures

The school's Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out by the 1-2-1 teaching assistant or class teacher in the Personal Emergency Evacuation Plan (PEEP) for the pupil.

Revised May 2018
Review date May 2019

_____ Date _____

Kate Kelliher, Chair of Governors