

## School Accessibility Plan 2016-2019

### **Introduction**

This plan has been drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA ) and paragraph 3 of the schedule 10 to the Equality Act 2010. It draws on the guidance set out in ‘Accessible Schools: Planning to increase access to schools for disabled pupils’ issued by the DfES in July 2002.

The school recognises its responsibility to increase access for disabled people to education and associated services. This term covers curriculum, teaching and learning, school clubs and activities, breaks and lunchtimes, school sports, policies, interaction with peers, assessment and preparation of pupils for the next phase of education.

### **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’.

This includes learning disabilities which are long term (over one year).

The school recognises the need to include action on three strands:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school
3. Make written information available to pupils in a range of different ways

### **The Curriculum**

- Teachers and LSAs have ongoing training to enable them to support pupils with learning disabilities
- Classrooms are optimally organised for pupils with disabilities
- Planning and delivery is differentiated to accommodate a range of learning needs and to allow all pupils to achieve.
- All pupils are encouraged to take part in music, drama, and physical activities regardless of disability. If necessary modifications are made as far as possible to ensure participation.
- Staff recognise the mental effort needed by some pupils (e.g. Dyslexic pupils) in spelling and phonic recall and will adapt planning and incorporate interventions.

- Staff recognise that extra time and support may be necessary for some pupils (e.g.pupils with coordination and sensory problems) to complete a piece of work.
- Staff provide alternative ways of giving access to experience or understanding e.g using ict equipment and a range of teaching strategies.
- Staff ensure all school visits are available to all pupils with adaptations when necessary.
- Staff ensure all clubs are available to all pupils with adaptations when necessary.
- Staff have high expectations for all pupils.

### **The Physical Environment**

The governors are actively seeking to improve the access to all areas in the school in the school building and grounds for people with disabilities. A new Infant building was completed in January 2016 which conforms to current guidelines and legislation for disabled access. The present Victorian Junior building needs further development to improve access from the playgrounds.

- Emergency evacuation systems may require further visual signs if hearing impaired staff or pupils join the school.
- As building improvements and decoration take place this will be optimised to accommodate the needs of people with autism, epilepsy and visual impairment.
- As building improvements are made to the school improving access will be considered a priority e.g access to the Junior building from the playground.
- Access to the Place To Be therapy room is not capable of improvement to access for those with mobility problems and alternative arrangements would need to be made if the need arises.
- Furniture and equipment will be selected, adjusted and located appropriately for pupils and staff with disabilities
- Carpeting and decoration will be selected to improve the learning environment for children with hearing/visual/sensory needs.

### **Information**

This includes timetables, text books and information about school events. This information will take account of pupil's and parents disabilities and preferred formats. This includes providing literature in other forms where necessary

- Visual timetables to be used for pupils with Autism
- Makaton signing to be used as necessary
- Large print text and equipment for enlarging to be made available at the recommendation of borough advisory teachers
- ICT particularly the IWB to be used
- School website to be used to disseminate information
- Parents known to be visually impaired (none at present) to be telephoned personally to be invited for school events, open evenings etc.

## ACTION PLAN 2016-2019

### CURRICULUM

Target	Action	Success Criteria	Person Responsible	Goals Achieved
Increase knowledge of disability and staff awareness of their responsibilities	Staff training to be delivered on ongoing basis .  Training needs of new staff to be part of school induction.	Disability awareness raised among whole staff	SENCO	Ongoing
Staff to be aware of how to meet needs of children with learning disabilities	Advice to be sought from borough consultants, Educational Psychologist, Speech & occupational therapists & school nurse  Make focus for SRSE observations when appropriate.	Staff knowledge of how to meet needs improved	SENCO	Ongoing – see iep's & SEN files
Ensure that SEN delivery forms an integral part of the curriculum delivery	Provision mapping	Staff are allocating time and resources to meeting needs	SENCO & SMT	Ongoing – see pupil progress meeting notes & provision map
Ensure disabled pupils are achieving to the best of their potential	School to produce list of vulnerable pupils. Monitor pupil achievement by disability to ascertain trends or discrepancies through pupil progress meetings look specifically at progress of vulnerable children – analyse end of year data	Higher achievement by disabled pupils	SMT & SENCO	Ongoing
All disabled pupils to have access to trips and clubs	Monitor involvement of disabled pupils in clubs and trips  Take advice from local authority regarding safety of children with specific needs e.g children with transplants, pace makers & epilepsy	No children being excluded from clubs & trips due to their disability	HT & SMT	Needs always considered - ongoing
All pupils feel physically safe & well so they can access the curriculum to the best of their ability	Train staff to be aware of bullying of vulnerable pupils  Review anti bullying policy  Monitor attendance of vulnerable pupils	Disabled children enjoy school and have good attendance	HT & SMT	Termly reviews

	Train staff in medical procedures & medication e.g. epi pen, epilepsy rescue medication			
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### PHYSICAL ENVIRONMENT

<b>Target</b>	<b>Action</b>	<b>Success Criteria</b>	<b>Person Responsible</b>	<b>Goals Achieved</b>
To improve access for visitors/staff/pupils to the school buildings	Improvements will be made to Junior building through capital modernisation work. Access arrangements evaluated by LA – capital modernisation work approved by 2017 – all work to be completed by 2018.	Users report improved access.	HT & Governors	New Infant building met Jan 2016. Junior building ongoing.
To improve disabled toilets and showers	Long Term – To be made available to all year groups in new building	Disabled toilets to be available throughout key stages	HT & Governors	
Improve resources for disabled pupils as necessary .	Build up resources for child with audio impairment. Take advice from LA consultants & therapists & purchase necessary resources	Pupils have equipment necessary to ensure they can learn to their potential	SENCO	Hearing aid purchased 2016. Ongoing
To enable all disabled pupils have access to Place 2 B resources	Identify pupils who require p2b input who cannot manage stairs Provide alternative room to be used	Mobility issues not preventing access to counselling	SENCO	Ongoing

## INFORMATION

Target	Action	Success Criteria	Person Responsible	Goals Achieved
Improved use of Interactive Whiteboard & ICT	Training organised for staff.  IWB phased out to replaced by Clevertouch screens - 2019	IWB/Touchscreens used effectively for disabled pupils	ICT coordinator	Ongoing
Information made available on school web site	Web site to be created & to include information for those with disabilities  Parents to be encouraged to use web site MLE – review and evaluate use of parents 2017	Information available in new formats	ICT coordinator/ SENCO	Website & MLE now in use
Dyslexic/Dyscalculic pupils to have text in format they find easier to use	Dyslexic pupils to be identified through referral to borough SENSS team Coloured paper, overlays & glasses to be adopted Software for screening to be purchased	Teachers are aware of needs of dyslexic pupils and meet those needs	SENCO	Ongoing.