

Stottesdon C. of E. Primary School Accessibility Plan

3-year period covered by the plan: July 2016 - July 2019

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body 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 Body 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition of Disability

A person is disabled if he/she has a mental or physical impairment which has a substantial and long-term adverse affect on the ability to carry out day to day activities.

Included in the definition is a continuum of impairments including sensory, dyslexia, autistic spectrum disorder, diabetes, speech and language, severe asthma and learning difficulties resulting from complex profiles of disability. The definition also includes people with progressive conditions including HIV, multiple sclerosis and cancer.

Not included are those children with emotional and behavioural difficulties for social and domestic reasons.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

Stottesdon C. Of E. Primary School is committed to all our pupils participating and achieving in every aspect of school life. As a result our school will make every reasonable effort to ensure equality and the removal of barriers for all pupils, parents, staff, governors and visitors, regardless of disability so that our children can access the high quality education they deserve.

This plan should be read in conjunction with our policy and practice in the following areas:

- Our Special Educational Needs Policy
- Our behaviour policy
- Our Healthy and Safety policy (including administration of medication)
- Our Child Protection Policy

Our school continues to be committed to the five Every Child Matters outcomes with particular regard to pupils of disabilities within this document.

1B: Information from pupil data and school audit

The school's use of information and data to support the school's accessibility plan are:

- To utilise the existing school databases (SIMs, SEN register) in order to plan and adapt provision.
- To ensure all information above is accessible to staff, outside agencies and governors.
- To consult with pupils, parents and outside agencies to agree adequate provision for individual pupil's needs.
- To consult with pre-school providers, primary schools or specialist school to ascertain advance information on the needs of future intake.

1C: Views of those consulted during the development of the plan

The school will:

- Consult widely with all staff, pupils and parents to incorporate all views on the daily provision.
- Consult with LA advisors and outside agencies for specific cases or when opportunities for changes in the physical building occur.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The school will prioritise improvements for increasing access to the curriculum by:

- Continuing to encourage high expectations for Wave 1, 2 and 3 provision among staff and pupils and developing provision within this in line with our School Development Plan.
- Using specialist agencies (e.g. speech, psychologists, Woodlands Outreach, Severndale Centre) to investigate and extend opportunities.
- To provide training and professional development for all staff in order to meet the needs of students.
- To develop an ethos and systems for peer support.
- To consider resourcing of curriculum areas in order to increase access.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school will continue to evaluate its physical environment in order to increase the extent to which disabled pupils can take advantage of educational opportunities. The School's current accessibility action plan (see attached) details current priorities. Additionally, when new buildings or refurbishments are planned access for disabled pupils and staff will be considered.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The school will provide information in a variety of formats in order to support those with disability e.g. Braille, audio, large print, CD versions etc. In examples where language barriers may prevent pupils or parents from accessing information translators or local community linguists will be used in order to provide information in meetings or other contact points.

3: Making it happen

3A: Management, coordination and implementation

- The Headteacher will raise awareness of the requirements of the DDA for staff, pupils and visitors, especially the revised categories covered by the Act in relation to the needs of SEN students.
- The Headteacher, Governors and staff will continue to re-evaluate the extent of the provision required both generally and for individuals.
- Findings and areas for development will be linked to the School Development plan.

3B: Getting hold of the school's plan

This plan will be made available to parents, pupils and staff through the school website. The plan will be reviewed annually in line with the schools quality framework.

Stottesdon C. Of. E. Primary

Accessibility Plan

Our school is committed to equality and inclusion for all pupils.

- We have a broad and balanced curriculum
- Teaching and learning takes place within 7 areas which are all accessible to children. Access to the garden room and garden would be more problematic if a child joined to school who found 3 - 4 steps tricky but the rest of the school is easily accessible.
- Monitoring shows good differentiation of the curriculum and provision that responds to the needs of individual children.
- Our SEN procedures thoroughly assess barriers to learning and provide information and training to staff to make adjustments as appropriate.
- There is a ramped entrance to the front of the school.
- There is a disabled toilet facility at the ramped entrance.
- Children with asthma are known to all staff and inhalers and records are kept in the classroom or with medication in the GP room opposite the office.
- All medical information is collated and displayed in the GP room opposite the office and Administration of Medication procedures followed.

In addition, this plan gives an overview of how we aim to, over time, further increase the accessibility of our school to disabled pupils.

Increasing Access for Disabled Pupils to the School Curriculum

Target	Strategies	Outcome	Time Frame	Goals Achieved
As SEN or disabled needs emerge, to continue to raise the level of awareness and knowledge through training and contact with specialists.	Staff and SenCo to review the needs. Training courses as appropriate. Liaison with specialist services Ensure prospective and new parents have an opportunity to discuss accessibility issues. Liaison with parents to raise issues which may affect and support pupils and their families. Purchase of specialised equipment as necessary. Adaption of assessment techniques (incl SATS) as necessary.	Greater knowledge and understanding empowers all staff to ensure that all needs are met	As necessary to each individual case Ongoing	Examples of work in 2016: <ul style="list-style-type: none"> • Liaison with new placement for current pupil • Appointed and trained staff to meet needs of pupils • Staff increasing how they differentiate the curriculum for some pupils. • Excellent provision map and intervention program for SEN • Liaison with Ed Pysc/outside agencies is effective • Training in attachment to understand and adapt support for some pupils • Adapting provision for some pupils who display autistic tendencies.

To adapt practice and policy in order to meet pupil needs across the curriculum	<p>Include access issue for disabled pupils in:</p> <ul style="list-style-type: none"> the rolling programme of policy and practice review monitoring and evaluation the SDP 	All pupils have equal access across the curriculum	In line with rolling programme for policy review and SDP developments	Pupil progress reports show progress of SEN pupils is strong. Observations show equal access and good inclusion
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Improving Access for Disabled Pupils to the Physical Environment of the school

Target	Strategies	Outcome	Time Frame	Goals Achieved
The physical environment allows all pupils access to the school	<p>Any physical changes to the school environment should take account of children with disabilities</p> <p>To respond to any individual needs that pose themselves to the school.</p> <p>To audit physical changes needed to meet the needs of any pupils within the school</p> <p>All purchases and repair to take into account the needs of all children.</p> <p>Include access issue for disabled pupils in:</p> <ul style="list-style-type: none"> the rolling programme of policy and practice review monitoring and evaluation the SDP 	All pupils can access all areas of the school.	As necessary To complete before any children with new needs join the school	
To create easier, wheelchair/ramped access to the rear garden and garden room	<p>In moving towards a new development, create path access to rear from opposite the office.</p> <p>Also consider path access on field and new, improved gated entrance for playgroup</p>	There are alternative ways to access the rear of the school (3 - 4 step change in height) and the garden room	December 2016	
To consider disabled parking space	In moving towards a new development, consider disabled parking space provision	To support access to school for families with disability.	December 2016	

Improving the delivery of written information to disabled pupils

Target	Strategies	Outcome	Time Frame	Goals Achieved
<p>To know the needs of pupils and families regarding written information</p> <p>To meet the needs of disabled pupils families with regard to written information</p>	<p>To actively seek information from parents upon entry</p> <p>Liaison with pre-schools or previous settings</p> <p>To use LEA advice services</p> <p>To use alternative formats</p>	<p>A record of preferences</p> <p>All pupils and parents feel information is communicated effectively</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ongoing
<p>Parents understand that alternative formats are available to them</p>	<p>School prospectus/website contains information about formats</p> <p>Liaison with parents</p>	<p>Parents ask for alternative formats</p>	<p>Ongoing</p>	<p>Ongoing</p>