

Ellingham VC and Woodton Primary Schools

**Our vision is to enable all children to reach their full potential in an ever changing world.**

## **ACCESSIBLE SCHOOLS POLICY**

<b>Date Reviewed:</b>	<b>Agreed by Governors:</b>	<b>Date for Next Review:</b>
March 2018		March 2019

*Inspire Challenge Nurture*

## **Introduction**

### **The Schools duties around accessibility for disabled pupils**

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 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 reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- 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 an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Ellingham VC and Woodton Primary Schools we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

Ellingham VC and Woodton Primary Schools aims are :

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued

- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils
  - i) with special educational needs
  - ii) with disabilities

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### **The Involvement of Disabled Children and Young People, Staff and Parents**

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Ellingham VC and Woodton Primary Schools are committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

### **This plan considers the following three areas as identified in the introduction:**

- Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means communication such as Braille, audio tape, large print and the provision of information orally.

### **Increasing the extent to which disabled pupils can participate in the school curriculum**

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils’ behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children’s service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy

- The Compass Special School Outreach Team

**Improving access to the physical environment of the school**

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Ellingham VC and Woodton Primary Schools.

**Improving the delivery of information to disabled persons**

This Access Improvement Plan is reviewed annually by the Governors. In addition it will be reviewed three yearly following consultation with the larger school community, the PTA, school council and questionnaires.

## Access Plan for Ellingham Primary

Priority	Targets	Strategies	Timescale	Cost	Raising standards
Physical Access to the building.	<p>To liaise with the hard of hearing team to provide hearing loops and other resources as identified.</p> <p>To work with parents or carers of children with severe medical needs to identify changes needed to the building, or access to suitable changing rooms.</p>	<p>To meet with the team to consider resources needed.</p> <p>To look into funding for the resources.</p> <p>To meet with the parents or guardians regularly to ensure we have the latest information.</p> <p>To consider resources needed to ensure the children have full access.</p>	Ongoing	Cost to be ascertained from advice given to the school.	Resources in place and staff aware of how to use.
Curriculum Access	<p>To train staff to use the microphone and to change hearing aid batteries to ensure children with hearing loss are able to access all the curriculum.</p> <p>To designate small area at back of library for small group work to aid hearing and focus.</p> <p>Access to broader curriculum resource to meet the variety of needs of the children.</p> <p>Increased communication access</p>	<p>To release staff to meet with professionals, parents and the children to learn about his specific needs. Staff need updating when children move to new classrooms, or for new staff.</p> <p>To make child friendly and set up timetable for use of the Nurture Room.</p> <p>To establish a bank of resources to include specialist scissors, rulers, writing slopes and writing implements beyond current provision for specific children.</p> <p>Speech and language assessments. Staff CPD to deliver speech and language support.</p>	<p>By September 2018 And September 2020</p> <p>Ongoing</p> <p>By September 2018</p> <p>September 2019</p>	<p>Release to be arranged and supply cover - £500</p> <p>Addition or new resources £500</p> <p>Training cost £500</p>	<p>Child receiving full curriculum entitlement.</p> <p>Effective small group or individual work.</p> <p>Increased progression across the curriculum.</p> <p>Children able to access the full curriculum.</p>
Access to written information	Ensure all members of the school community are aware of ways of accessing information.	<p>Access to written information via website (newsletters, general school letters) so that font size and readability settings can be altered.</p> <p>To support parents and carers who are illiterate to have letters read to them and supported to complete forms.</p>	Ongoing		Improved communication

## Access Plan for Woodton Primary

	Targets	Strategies	Timescale	Cost	Raising standards
Physical Access to the building.					
Curriculum Access	<p>Access to broader curriculum resource.</p> <p>Increased communication access</p>	<p>To establish a bank of resources to include specialist scissors, rulers, writing slopes and writing implements beyond current provision for specific children.</p> <p>Speech and language assessments Staff CPD to deliver speech and language support.</p>	<p>June 2015</p> <p>Ongoing</p>	£500	Increased progression across the curriculum.
Access to written information	<p>Ensure all members of the school community are aware of ways of accessing information.</p> <p>To have access to plans and written materials.</p>	<p>Access to written information via website (newsletters, general school letters) so that font size and readability settings can be altered.</p> <p>Plans enlarged. Specific allocation of iPad to provide access for visual impairment.</p>	<p>September 2016</p> <p>Ongoing</p>		Improved communication