

Sibford Gower Endowed Primary School

POLICY DOCUMENT

Accessibility Plan 2015 – 2018

This Accessibility Plan has been drawn up by the governors of the school. It covers the period from July 2015 to September 2018.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Objectives

Sibford Gower Endowed Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion within the school. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

The Sibford Gower Endowed Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant actions to:

1. Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

2. Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
3. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available on request in various preferred formats within a reasonable time frame.

Attached is an Action Plan, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Access to Education for Pupils with medical needs
- Admissions Policy
- Critical Incident Plan
- Behaviour & Discipline Policy
- Educational visits Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Home/School agreement
- Special Educational Needs/ Inclusion Policy
- School Improvement Plan
- Staff Professional Development/Performance Management Cycle
- Curriculum Policies
- Teaching and Learning Policy

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority/directors. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

As curriculum policies are reviewed, a section relating to inclusion and access will be added. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access/ the need to consider Equality and Diversity issues as required by the Equality Act 2010."

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Finance and Premises/Resources Committees of the Governors.

The Accessibility Plan will be published on the school website.

The school will work in partnership with the wider Warriner Multi- Academy Trust in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

NOTE: - The School is required to meet the requirements of the Disability Equality Scheme and publish their scheme.

Further guidance on the scheme is available on the DRC website: -

<http://www.equalityhumanrights.com/about-us/vision-and-mission/our-business-plan/disability-equality/>

Sibford Gower Endowed Primary School: Accessibility Plan 2015-18

A. Gathering Information					
Target	Actions	2015 to 2016	2016 to 2017	2017 to 2018	Responsibility
To implement and maintain a monitoring system to support pupils with a disability.	Maintain a register of children with a disability. Monitor patterns of attendance. Monitor participation in off-site activities and residential visits. Record pupil achievements.	Yes	Yes	Yes	Head teacher Teachers Educational Visits Coordinator
To ensure the needs and aspirations of groups of users are met and understood.	Carry out parent, pupil, stakeholder questionnaires/discussions to seek the views of those with disabilities. Develop a section in the Admissions Form to seek information re: disabilities. Ensure hirers are aware of provision for disabled.		Yes		Head teacher/Governors

B. Increasing the extent to which disabled pupils have access to the school curriculum					
Target	Actions	2015 to 2016	2016 to 2017	2017 to 2018	Responsibility
To ensure the school develops children's awareness of disability.	Review PSHCE curriculum to ensure disability awareness is taught effectively. Provide opportunities for children to meet with people with a variety of disabilities. Review provision in other areas of the curriculum eg. P.E. Purchase books and other resources that promote positive images of disability Invite disabled speakers/visitor to school assemblies, events.	Yes	Yes	Yes	PSHE Lead. Subject Leaders. Head teacher Teachers
To ensure all pupils have full access to trips and extracurricular activities.	Risk assessment prior to trips. Plan trips and activities with parents to ensure access. Provide support for pupils to ensure they can access out of hours activities. Write policy Supporting children in school with medical needs.	Yes- including policy for supporting children with medical needs	Risk Assessments	Risk assessments	HT/Teachers
Differentiation in Teaching	SMLT to monitor quality of differentiation and provision for DSEN pupils. (In line with monitoring cycle)	Yes	Yes	Yes	HT/ AHT/ Class teachers

Classrooms are organised to promote the participation and independence of all pupils	SLT to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class. (In line with monitoring cycle)	Yes	Yes	Yes	HT/AHT
	Classes are physically arranged to allow access to all learning activities by all pupils.	Yes	Yes	Yes	HT/AHT/ Class teachers
Staff training in supporting pupils with DSEN – focus on 4 most common areas of need.	Mark Corness (Ed Psych) to deliver twilight training to teachers and SEN TAs.	Autumn 2015	Update for new staff as needed.	Update for new staff as needed.	HT/SENCO to organize.
	Ongoing training, e.g at Warriner for TAs and teachers as necessary/desirable	Yes	Yes	Yes	HT/Teachers/TAs as part of PM/appraisal cycle.

C. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services					
Target	Actions	2015 to 2016	2016 to 2017	2017 to 2018	Responsibility
To provide appropriate access to all users.	Seek information on the needs of users and pupils Ensure all staff and visitors are aware of presence and location of portable wheelchair access ramp. Clearly signal access to toilets for wheelchair users and those with mobility issues. Provide aids for those who are visually impaired as necessary—eg. mark edge of steps.	yes	Yes	Yes	HT/Govs Govs
To ensure that disabled adults are considered equally with others for posts in the school.	To welcome all applicants for teaching and TA posts. To encourage all members of the community to consider becoming a Governor.	Yes	Yes	Yes	Govs/ HT
To ensure appropriate support for disabled pupils in the event of emergency evacuation.	PEEP (Personal Emergency Evacuation Plan) in place for those pupils who are unable to independently follow procedures for any reason. Reviewed, updated and shared at least annually.	Yes	Yes	If needed	Head teacher All staff
To improve ease of access for all.	To introduce a simple hand rail/support at entrance steps to the left of main reception.	If budget permits			HT/Govs

D. Making written information accessible to pupils in a range of different ways.					
Target	Actions	2015 to 2016	2016 to 2017	2017 to 2018	Responsibility
On request to review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when a child is admitted to the school. Ask parents/carers and children about access to information in review meetings	Yes	Yes	Yes	HT/Teachers
To increase support for parents of children with a disability	Encourage parents of children with a disability to support their children's education. To discuss parental support needs as part of regular review meetings	Yes	Yes	Yes	Everyone HT/SENCO/ Teachers/TAs
To help children become more aware of their own learning styles and access needs.	Give children opportunities to experience different learning styles Encourage children to define their preferred learning styles.	Yes	Yes	Yes	Teachers/TAs

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