



## **Policy Document: Accessibility Plan**

**2017 - 2019**

Leader/monitor: Mr Stuart King (Headteacher)

Governor Link: Mrs K Ball/ Mrs J Mackintosh

### **Introduction**

Under the Equality Act 2010 schools should have an Accessibility Plan. 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:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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

At Cheswardine Primary and Nursery School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued, so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

### **DEFINITIONS**

#### **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 normal day to day activities;

- Substantial – more than minor or trivial effect
- Long term – a year or more
- Day to day activities – living and earning

#### **The purpose and direction of the school’s plan: vision and values**

Our vision is that Cheswardine Primary and Nursery School should be a harmonious learning community where children are challenged to achieve their best and are valued as individuals. Our school’s commitment to equal opportunities is driven by the National Curriculum statement on inclusion.

The school:

- sets suitable learning challenges
- responds to pupils’ needs and overcoming potential barriers for individuals and groups of pupils

Our commitment is to promote equality of opportunity for people with disabilities. This is addressed within the concept of teaching and learning:

- Not to treat pupils with disabilities less favourably for a reason relating to their disability without justification
- To make reasonable adjustments so that they are not at a substantial disadvantage in comparison to those who do not have disabilities.
- To plan strategically to increase access over time, to the school premises and through the curriculum and providing different materials in alternative formats to ensure accessibility.

If the school is unable to meet the needs of a young person through reasonable adjustments and the best endeavours of all concerned – to have regard for the guidance in the SEND Code of Practice 2014.

When new pupils arrive in school we carry out meetings with the parent to consider the strengths we can promote and to gain as much information about how we can remove any barriers to learning they may have. Continued assessment and professional conversations will ask the following questions to ensure full and appropriate provision is in place.

- Are we making reasonable adjustments in the classroom to help in achieving their potential?
- Are we setting high enough expectations and realistic challenges?
- Do we need to set up more friendship groups to help integrate more successfully?

### **Views of those consulted during the development of the plan**

The following groups are part of the consultation process: Governors, Parents, Pupils and Staff.

Outside agencies – Health Professionals, Occupational Therapist, Physio Therapist, Speech Therapist, Educational Psychologist, Learning Support Teacher, Behaviour Support Teacher and ASD Specialist Teacher,

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

As a school we;

- Plan ahead
- Identify potential barriers
- Work collaboratively with disabled pupils, their parents and others
- Identify practical solutions through a problem solving approach
- Ensure that staff have necessary skills
- Monitor the effects of adjustments on a pupil's progress.

The school follows the National Curriculum Statement by collaborative planning, in consultation with SENDCo in order to;

- Set suitable learning challenges
- Responding to diverse learning needs
- Overcome potential barriers to learning and assessment.

For those pupils whose attainment falls significantly below the expected levels at a particular key stage, a much greater degree of differentiation is necessary. We follow the National Curriculum Statement on Inclusion which outlines how teachers can modify work to provide all pupils with relevant and appropriately challenging work at each key stage. Teachers plan for a gradual improvement over time where the curriculum becomes more accessible.

We use;

- a range of techniques - outcomes for targeting specific needs
- a variety of recording systems – ICT, scribes, writing frames, grouped and paired work
- flexibility of staffing in order to enable pupils to have maximum access to favourable learning conditions

We act on advice from Outside Agencies and have good working partnerships.

We are Parent friendly – being approachable in school, able to give time to discuss needs as requested.

Access to curriculum areas which cause more of a barrier for some pupils – such as Physical Education for a physically impaired pupil – is carefully planned. Programmes are set by a physiotherapist and are often carried out during Physical Education lessons or as additional sessions.

### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

Our building is accessible to all. Education is available to all our pupils and we endeavour to cater for all needs with reasonable adjustments. The building caters for wheelchair users. There is a disabled toilet. We work closely with the Local Authority and seek professional advice to plan further adjustments which are deemed necessary.

In our Annual Review meetings for pupils, we set outcomes for integration and we:

- Follow the advice of outside professionals for purchasing specialist equipment such as special chairs, sloping desks, laptops, Occupational Therapy equipment.
- Ensure curriculum activities are accessible wherever possible and extra-curricular activities cater for individual needs – Teaching Assistants ensure safety, for example, where pupils use mobility equipment.

### **Improving the delivery of information to disabled pupils and parents in order to improve delivery to disabled pupils:**

- Pupils use visual timetables and teachers teach with a variety of learning styles to ensure all pupils can learn. Teachers consider visual, auditory and kinaesthetic principles when they are teaching.
- Training is given to new teachers and teaching assistants to promote this inclusive good practice. Teaching Assistants are encouraged to reduce barriers and this includes scribing / writing for some pupils in planned activities.
- Coloured paper, coloured dry wipe boards and coloured overlays are used in school for those pupils who benefit.

### **Management, co-ordination and implementation**

The Headteacher is the SENDCo who:

- plans ahead
- organises relevant training for staff
- discusses school evaluation – SEND and Inclusion aspects

The SENDCo and Teaching Assistants meet to secure the commitment of all staff to removing barriers and increasing access for pupils with disabilities.

The SENDCo is responsible for liaison with parents, staff, governors and outside professionals.

This review February 2016  
Updated January 2017  
Next review January 2018

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	<p>To update lighting within 2 classrooms and the hall and cloak areas.</p> <p>To redecorate rooms if needed after new lights and electrics have been installed.</p>	<p>LA advisor in talks with school and will oversee the project in February 2016</p> <p>To get quotes if necessary for re-decoration of areas.</p>	<p>Better lighting within areas, better environment for learning.</p> <p>Classroom environment improved.</p>	<p>February 2016</p> <p>April/August 2016</p>	<p>To improve the lighting in all areas within school.</p> <p>To improve the environment around the school.</p>
Medium Term	To replace windows within class 3.	To invite LA property advisor in to school to look at windows, and then to source funding for the project.	Windows that are triple glazed that will improve the heating of class 3.	Academic year 2016/17	To be able to provide a warm environment that helps learning.
Long Term	To replace carpet in all classrooms, and to upgrade wet areas.	To get quotes for the job and then to determine whether we have enough within DFC pot to pay for this.	Improvement to learning environment.	August-December 2017	To improve areas in all areas of the school.
Other alterations may take place if problems occur and children attending the school have disabilities that are not catered for by the school structure.					