St Andrew's CE Primary School

Accessibility Plan

Contents

Introduction

The definition in the Disability Discrimination Act (DDA) is broad. It includes more pupils than many people think. There is a significant overlap with pupils with special educational needs, though the definition of special educational needs does not cover all disabled children, for example: pupils with medical conditions, disfigurements and other impairments may count as disabled but may not have special educational needs.

A **disabled child** has a physical or mental difficulty which substantially and harmfully affects their day-to-day activities.

A child has **learning difficulties** if they find it significantly harder to learn than children of the same age or if they have a disability which makes it difficult for them to use educational facilities available in their area.

If a child with learning difficulties needs extra help at school, they have **special educational needs**. Many, but not all, disabled pupils have special educational needs. Some, but not all, pupils with special educational needs are also disabled.

For guidance on the DDA definition, the diagnostic tool *Is Tom disabled?* may help (Appendix 1).

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body of St Andrew's CE Primary School 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 St Andrew's CE Primary 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.

At St Andrew's we will make the necessary steps to ensure that no child:

- □ is being treated less favourably;
- □ is being put at a substantial disadvantage;

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

At St Andrew's we aim to provide an environment where all children can achieve their full potential physically, educationally, emotionally and socially.

We believe an educationally inclusive school is one in which the teaching and learning achievements, attitudes and well-being of every young person matter.

We do not take educational integration for granted; we constantly monitor and evaluate the progress each pupil makes, removing any barrier which may be found in any area of life of the school. It is the intention of the staff and the Governing Body to make provision for all pupils. St Andrew's is committed to the development of inclusive practices. All members of staff take responsibility for providing for all pupils as an integral part of all school activities.

Our Mission Statement (see Appendix 2), which refers to **all** pupils, affirms that we aim to establish a centre of excellence in which all individuals are enabled to experience success at varying levels and so are encouraged to develop to their maximum potential.

As long ago as 1999, the National Curriculum stated:

"An entitlement to learning must be an entitlement for all pupils. This National Curriculum includes for the first time a detailed, overarching statement on inclusion which makes clear the principles schools must follow in their teaching right across the curriculum, to ensure that all pupils have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be. "

(QCA, 1999)

The school has set the following priorities for the development of the vision and values that inform the plan:

• The comfort and well-being of all adults and children learning, working at or visiting St Andrew's CE Primary School;

• Total inclusion for all to prevail.

A Child's Right

This is our own school document which preceded the Government's own *Every Child Matters* policy by 15 years. This document is at the centre of all we do here at St Andrew's.

Information from pupil data and school audit

For updated information regarding school population, Special Needs, attendance, exclusions etc. - refer to PLASC.

Our own school document 'SNIPS' (Special Needs Individual Performance Strategy) ensures the regular monitoring of pupils' Special Needs. The School's current priorities are set out in the present Accessibility Plan.

Priorities for the management, co-ordination and implementation of this plan:

Responsibility is with the Headteacher G Huckstep

Named Governor is L Russell

The impact on disabled pupils of the way the school is organised, for example is audited by all subject leaders annually.

There is an annual audit of our strengths and weaknesses after which action is taken on points for development.

All the school's policies, practices and procedures relating to: anti-bullying, school trips; the way risk assessments are carried out; learning and teaching, time-tabling, the administration of medicines; the curriculum; the ways in which information is currently provided for disabled pupils and the priorities currently set in other plans, particularly the School Improvement Plan are reviewed annually by subject leaders and the Senior Leadership Team and the Governing Body.

There will be:

☐ a detailed analysis of outcome data: Assessments and end of Key Stage outcomes;

☐ detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas;

☐ achievements in extra-curricular activities;

☐ wider outcomes in the Every Child Matters agenda.

Views of those consulted during the development of the plan

Analysis of stakeholders' questionnaires is taken account of regularly.

The **school** has set the following priorities in respect of consultation on the plan:
- Governing Body Meetings;
- Architect consultation;
- Advisory Service;
- Staff consultation;
- 'Disabled' stakeholders;
- Health and Safety Committee;
- POP (Pupil Opinion Group) group;
- Every Child Matters INSET;

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

Planned curriculum development work is time intensive, so, to be sustainable, will:
- focus on chosen areas of the curriculum over time;
- be planned over the life of this accessibility plan;
- be co-ordinated with the priorities in the school improvement plan;
- be led by those with curriculum expertise within the school;
- draw on the expertise of external partners, for example: speech and language specialists, educational psychologists;
- use ICT.

Our planned approach will demonstrate:
- a focus on medium term planning, at the level of Schemes of Learning;
- a clear assessment of the current National Curriculum levels of the full range of pupils, particularly in relation to speaking and listening levels;
- high expectations;
- appropriate deployment of learning support;
- pupil grouping and use of peer support.

Working in this way may raise challenges for existing policies, for example:
- use of SENCO team time;
- the responsibilities of subject leaders*;*
- the way that learning support assistants are deployed;
- time-tabling;
- how the school plans to develop awareness of disability through the curriculum and the present Schemes of Learning;
- how successful developments in one area of school life are shared across the whole school;
- access to specialist advice and support.

At St Andrew's, disabled pupils will have access to the 'formal' 'taught' curriculum of the school, and also to other activities during the school day and beyond the school day, for example:

- recreation;
- movement around the school;
- special events: sports days, visiting theatre groups or story-tellers;
- extra-curricular activities, after-school clubs;
- school trips.

The school has set the following overall priorities for increasing curriculum access:

- Computing resources;
- English resources;
- Monitoring of play equipment;
- Regular audits by curriculum leaders.

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

Changes to the physical environment might include:

- improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings;
- improvements to toilets, washing and changing facilities;
- changes to the layout of the playground and other common areas;
- the provision of ramps and lifts and improvements to doorways;
- the provision of particular furniture and equipment to improve access.

The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

Funding for improvements to the physical environment of the school may come from a variety of different sources:

- devolved formula capital funding can meet the costs of some of the priorities;
- delegated funding can be used to meet the costs of particular equipment that may need to be provided for disabled pupils;
- where alterations need to be made to improve access for a disabled teacher, funding may be available through the 'Access to work' programme.

There are some principles that can help to keep down the costs of separate work to improve access:

- access considerations will be piggy-backed onto other work to be done, for example: there is a small marginal cost for installing visual alarms when the school is being re-wired, there is an even smaller cost in improving colour contrast when the school is being re-decorated;
- purchasing policies will take account of access requirements, for example: the purchase of an adjustable height science bench when benches are purchased, or a number of calculators with large keys when calculators, or special ICT equipment are being purchased;
- advice will be broadly based and take account of different groups of pupils;
- we will endeavour to conceive creative ideas which may come at low cost or no cost.

The school has set the following priorities for physical improvements to increase access:

- Car parking;
- Ramps;
- Rails;
- Signs;

- Disabled toilets.

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

Information for disabled pupils - provided in writing for pupils who are not disabled - might include:

- handouts, timetables, worksheets, notices, information about school events.

Improving the delivery of information might include making information available:

- in Braille, in large print, in simplified language, on audio-tape, on video-tape, through sign language, using a symbol system.

Identifying the appropriate format will take account of:

- pupils' impairments: access to information may be improved for particular groups of pupils by particular approaches, for example: pupils with learning difficulties may be able to access information more easily where it is provided in simplified language; pupils with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems;

- preferences expressed by pupils or their parents.

It reduces repeated efforts at a later stage if a consideration of different formats is built into the design of information produced for pupils.

In respect of more specialised formats, for example: Braille, help is available from support services.

The school has set the following priorities for providing information for disabled pupils:

- Parents will be informed;

- Home visits will be arranged;

- Individual arrangements re: out of school visits;

- Regular evaluation by Parents and pupils;

- Use of SNIPS.

Making it happen - Management, coordination and implementation *The*

planning process:

- This plan will be reviewed and revised each year in the Autumn Term by the Governing Body Review panel. There will also be staff consultation and involvement of LA staff where appropriate.

- Review will take into account any documents referring to plans/priorities identified within the plan, as well as discussion with relevant members of staff or LA staff.

Other legislation - including Education Act 1996; Children's Act 1089; Disability Discrimination Act 1995; Disability Act 2001. Guidance is taken from the above ad the SEN Code of Practice (2001) to ensure the school's SEN provision is effective and inclusive for all pupils with a disability. Provision is constantly reviewed in line with the Every Child matters agenda.

Other policies and plans

The following are all available to view at the school:

- School Improvement Plan;

- SNIPS form;

- SEN policy;

- Asset Management Plan;

       ☐   'A Child's Right'

       ☐   Health and Safety Policy.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan: Policy reviewed Annually - Summer Term

       ☐   Accessibility of resources

       ☐   Staff development

       ☐   Curricular provision

       ☐   Appropriate font for policies and other school documents etc.

Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

- Hard copies of the school's accessibility plan will be made available through the school office
- If requested the plan will be made available in a large print or electronic formats
- Plan is posted on the school website

Appendix 1

Is Tom disabled?

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'? *Mobility:*

getting to/from school, moving about the school and/or going on school visits

Manual dexterity: holding a pen pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball

Physical co-ordination: washing or dressing, taking part in games and PE

Ability to lift, carry or otherwise move everyday objects: carrying a full school bag or other fairly heavy items

Continence: going to the toilet or controlling the need to go to the toilet.

Speech: communicating with others or understanding what others are saying. How they express themselves orally or in writing

Hearing: hearing what people say in person or on a video, DVD, radio or tape recording

Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including any visual presentations in the classroom

Memory or ability to concentrate learn or understand: work in school including reading, writing, number work or understanding information

Perception of the risk of physical danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads

2. Is Tom's difficulty caused by an underlying impairment or condition?

3. Has Tom's impairment or condition lasted a year or more?

4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered yes to questions 1 to 4, then Tom is probably disabled under the Disability Discrimination Act. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.

St Andrew's CE Primary School Mission
Statement

We aim to:

show concern and care, through a strong sense of Christian
values, for all members of the School Community;

establish a centre of excellence in which all individuals are
enabled to experience success at varying levels and so are
encouraged to develop to their maximum potential;

ensure support and communication channels are clear and links
between home and school are positive and genuine;

be a school in which a sense of belonging, involvement and real
partnership is felt by all.

Appendix 3

St Andrew's CE Primary School
Every Child Matters Policy Statement

At St Andrew's, an inclusive school, every child has an entitlement to fulfil his/her potential. This is achieved by ensuring the wellbeing of all pupils in relation to:

- Being healthy;
- Staying safe;
- Enjoying and achieving;
- making a positive contribution;
- Achieving social and economic wellbeing.

At St Andrew's these outcomes are an integral part of school life and by embracing the following areas we aim to ensure they are realised:

- Personalised teaching and approaches to learning;
- Flexible learning based on Early Learning principles;
- Extra-curricular clubs and activities;
- Support for emotional wellbeing;
- Flexible timetables;
- Assessment for Learning which encourages children to have a say about their progress;
- SEN provision;
- Partnerships with parents/carers, other schools, the local community and with 'wrap around' health and social service providers.