

Warboys Community Primary School

Accessibility Plan

Date Policy Adopted: January 2017

Date Policy to be Reviewed: January 2020

Signed:

1. Background:

We at The Warboys Community Primary School believe in providing every opportunity to develop pupils, young people and adult's full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

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 (Definitions can be found in Appendix A) 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.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools and must be reviewed, and approved by the Governing Body every three years.

Schools are required to produce an Accessibility Plan for:

- increasing the extent to which disabled pupils can participate in the curriculum – this is whole school level, not just teaching and learning but after school clubs, leisure and sporting activities and school visits;
- improving the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils which is provided to pupils who are not disabled - taking into account views of pupils and parents.

Schools are required to:

- ensure that any provision, criteria or practices do not place disabled pupils at a substantial disadvantage in comparison to non-disabled pupils;
- provide any reasonable auxiliary aids which might help remove any such disadvantage, e.g., special equipment or large print books.

2. Aims:

This plan sets out the proposals of the Governing Body of Warboys Community Primary School to ensure our practices and policies comply with these acts, that we promote disability equality for all disabled pupils, staff, parents, governors and visitors to our school, and increase access to education for disabled pupils.

It is our duty to make sure that:

- We do not treat disabled pupils less favourably for a reason related to their disability;
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for disabled pupils;
- We do not discriminate against anyone as explained in the Equalities Act 2010;
- We do not allow any form of harassment of people with a disability;
- We will promote positive attitudes towards anyone living with a disability;
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school;
- We will encourage full participation by everyone in our school activities;

- We also have a duty to publish our Disability Equality Scheme and Accessibility Action Plan which explains how we are doing this now, and what we plan to do over the next three years.

Our accessibility action plan is resourced, implemented, reviewed and revised every three years. Attached is a set of action points showing how the school will address the priorities identified in the plan.

3. Principles:

- Compliance with the above-mentioned legislation is consistent with the school's aims, Equal Opportunities Policy and the operation of the school's Special Educational Needs (SEN) Policy;
- As an admissions authority our admissions policy applies which does not discriminate a disabled child;
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment;
- When recruiting staff disabled people will not be discriminated against;
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation;
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

4. Information from pupil data and school audit:

Information about the needs of disabled people will be gathered through:

- Pupil admission information;
- Parental questionnaire;
- SIMS data;
- SEN reviews/statements/ Educational Health Care Plans [EHCP];
- Recruitment process;
- Discussion with relevant medical professionals and other outside support agencies;

Achievements of disabled people will be gathered through:

- Data analysis (progress made and value added scores)
- Records of achievement
- Celebration assemblies, certificates, letters home, etc.

Information is gathered as part of the school's self-evaluation process and Assessment For Learning Strategies and is used to inform future plans and schemes.

5. Views of those consulted during the development of this plan:

To ensure Warboys Community Primary School is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we have consulted those who have an understanding of different disabilities and the barriers they present.

Those consulted include:

- ✓ Pupils with and without a disability
- ✓ Parents of pupils who have a disability
- ✓ Staff
- ✓ Governors
- ✓ Members of our community with relevant experience
- ✓ External, specialist support agencies.

6. The main priorities in the school's plan:

- Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs.
- Improve the accessibility of written information to disabled pupils, young people and adults

7. Making it happen:

Audit, management, implementation and monitoring

Audit of provision – November 2016

- ✓ Wheel chair accessibility to and through the building;
- ✓ Accessibility toilet facilities;
- ✓ Healthy Schools Status achieved;
- ✓ Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all;
- ✓ Children have learning targets which are monitored and regularly reviewed;
- ✓ Analysis of value-added data allows us to measure the impact of intervention and support strategies for children on the Disability Register (DR);
- ✓ Teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities;
- ✓ SEN register is kept up to date;
- ✓ Appropriate and specific intervention programmes for pupils with SEN or ECHP;
- ✓ Individual Plans (IPs) and reviews in place;
- ✓ Advice is sought from Specialist Support Team (SST), Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'.

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to:

(a) The building and grounds:

- Structured and supportive playtime and lunchtime activities such as playground buddies;
- Ensuring all adjustments to current buildings are DDA compliant;
- Hazards are clearly identified;
- Flexibility of seating arrangements to suit need;

(b) Learning and teaching:

- We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly;
- Academic progress is monitored and 'value added' considered;
- Additional support (small group or 1:1) will be provided if required;
- Individual targets and IPs ensure appropriate teaching and learning strategies are used;
- Targets will be monitored regularly;
- Targets and progress towards them will be reported to parents regularly;

- Using RAISE ONLINE, SIMS and monitoring in school by staff, we are able to track and analyse the achievement of all our pupils;
- Review of policies in school is ongoing, including updates to the Anti-bullying and PSHE & Citizenship policies;
- We are a 'Healthy School';
- We will ensure staff receive sufficient training in order to meet the needs of our pupils.

(c) Communication methods

- Use of interactive whiteboards
- Use of ICT resources by pupils
- Visual timetables for some pupils
- Reading diaries
- Behaviour Charts
- Newsletters to parents
- Calendar and news pages on the school website
- Informal discussions with parents
- Telephone messages and conversations with parents
- Most information is available electronically and can be converted to other appropriate formats

The effectiveness of these adjustments will be monitored regularly with feedback from:

- Pupil interviews
- School Council
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the school
- Outside agencies

Monitoring and Impact Assessments

The Governing Body will review the Action Plan annually during the Spring Term. We will measure the impact of any changes or initiatives on the quality of school life in its widest sense for those pupils on our disability register.

This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:

- Pupils interviews
- Increasing staff awareness
- Parental questionnaires
- Analysis of assessment data
- The impact of all school policies and practices on disability equality will be assessed at the time of review with the Governing Body and a review group which will include pupils with a disability.
- The school will report on the scheme annually
- The plan will be reviewed and revised as necessary (and on a three-year cycle)

Availability of the school's plan

The plan will be available on the school website and hard copies produced on request at the school office.

**ACTION PLAN FOR DISABILITY EQUALITY SCHEME
December 2016 – December 2019**

	Activity/resources	Responsible	Timescale	Outcome
Collecting views to inform scheme	Collect views of pupils on disability register through pupil interviews	HT, IL	Autumn Term 2016	
	Send out/collect in questionnaires to parents	HT	Autumn Term 2016	
	Collect views of disabled users of school with specific focus on reading letters and information sent home. Direct contact with known parents.	All staff	Autumn Term 2016	
	Keep staff updated in terms of information sharing, training and collection of their views;	All staff	Ongoing.	
	Discussion with parents and pupils at Parent Consultations, IP reviews, etc.	All Teaching Staff	Ongoing	
	Consideration of collected stakeholders' views	HT, IL	Spring Term 2016	

Premises and Environment	Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school.	HT, SM & Resources Committee	Termly H&S audit	
	Consider, as part of the audit, the provision of ramps, lifts and improvements to doorways; the provision of furniture and apparatus to improve access.	HT, SM & Resources Committee	Ongoing.	
	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budget. (Further actions to be developed following audit).	HT, SM & Premises Committee	Ongoing.	

Policies and initiatives	Activity	Responsible	Timescale	Outcome
	Behaviour Policy Review	DH, All staff, Governors	Ongoing as part of policy review cycle	
	Include information and key documents on school website/learning platform	ITT	Ongoing	
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc.; look at ways of reducing communication barriers for those with visual impairment or dyslexia	HT, All Staff	Ongoing.	
	Include aspects of Disability Equality in school assemblies	All Staff	Ongoing.	
	Increase awareness of and positive attitudes towards disability through the curriculum	All Staff	Ongoing.	
	Conduct audit of the physical environment of the school and make recommendations for any necessary actions	SM & Premises Committee	Termly	
	Review of other linked policies: Inclusion, Health and Safety, Equal Opportunities, Anti-bullying, PSHCE, Curriculum, Learning and Teaching, Transfer of Medical information	Staff and governors	On-going as part of policy review cycle	
	Ensure staff are fully briefed and up to date with DES and that it is added to induction training of new staff	HT	Ongoing as and when necessary	

Using Data to develop	Activity	Responsible	Timescale	Outcome
	Devise Disability Register. (Pupils and staff)	HT, IL	Ongoing.	
	Add Disability Register to Assessment Manager	HT (delegated)	Ongoing.	
	Hold termly Progress Meetings, where needs, issues and performance of pupils on DR are discussed	SLT to lead, All Staff	Termly	

	Update class file with basic medical information for visiting/supply teachers (in Registers). Passed on and discussed with new teacher at the beginning of a new school year.	All Staff	On-going	
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Access to the Curriculum	Activity	Responsible	Timescale	Outcome
	Ensure Access to curriculum schemes are communicated to all staff and reviewed for applicability	DH		
	Run staff meeting on “Reasonable Adjustments”	SLT to lead		
	Share good practice relating to disability issues and data	All staff	On-going	
	Review of resources and ICT provision with consideration to suitability and development of pupils on DR	ITT, ITL		
	Audit of staff training needs	HT, SLT, All Staff		

HT Head Teacher **DH** Deputy **IL** Inclusion Leader **SM** Site Manage
ITT IT Technician **ITL** IT Leader **SLT** Senior Leadership Team

Monitoring and evaluation:

- To be completed annually by Governor Working Party, during the Spring Term
- Consider views of those on disability register and their parents
- Governors to be aware of and following guidelines in ‘Duty Checklist’

Appendix A – Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Head teacher in confidence. From January 2008 this will be part of our job application data.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	

