

Stoneferry Primary School



Accessibility Plan

Approved by governors: Yes

Reviewed : June 2019

Next review:- June 2020

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2019- 2020

Introduction

The SEND Code of Practice (2014) states:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not discriminate for a reason arising in consequence of a child or young person’s disability**
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage**
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.**

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 a set of action plans showing how the school will address the priorities identified in the plan.

1A: The purpose and direction of the school's plan: vision and values

Stoneferry Primary School is a learning community where pupils and staff alike are supported and challenged to achieve their full potential. It aims to ensure that **every** child succeeds by providing an inclusive education within a culture of high expectations, and by giving **every** learner the confidence they can succeed. **Every** child is made welcome irrespective of race, colour, creed or impairment.

Stoneferry Primary School therefore aims to:

- set suitable learning challenges
- respond to pupils' diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils
(National Curriculum Inclusion Statement)

All staff are aware they have a duty to:

- promote equality of opportunity between disabled and non-disabled people
- eliminate discrimination that is unlawful under the Disability Discrimination Amendment Act 2005
- eliminate harassment of disabled persons that is related to their impairments
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled person's impairments, even where that involves treating the disabled person more favourably than other people

The school will establish a single equality scheme, of which this Accessibility Plan will be a key element, which involves disabled pupils, staff, parents and members of the community in its development. It will produce an action plan identifying the steps needed to ensure the DES Duty is effectively implemented.

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

- continue to audit existing provision
- identify areas of disability not fully provided for
- implement staff training to meet identified needs
- cost/plan for changes to the physical environment to meet identified needs
- enable relevant adaptations of the curriculum
- enable further development of pupil understanding of disability
- further develop strategies aimed at anticipating/preparing for pupils with disabilities

1B: Information from pupil data and school audit

The school uses the broad definition of 'disability' as a person who has a physical or mental impairment that has a substantial physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out day to day activities. This also includes any child whose condition is currently stabilised by medication or a physical support, except for those wearing glasses.

The school provides effectively for the above groups of children:

- it has well trained teachers and support staff; supporting autism, developmental delays, speech and language and the range of moderate learning difficulties are a strength of the school.
- A creative and skills based approach to the curriculum which encourages adaptability to meet all children's needs and maximises their access to the whole of school life
- The physical structure of the building is well suited to meet the majority of needs, being on one level with good access for the less mobile and wheelchair bound. Adaptations have been made to better provide for the children currently in school including provision of a fully approved disabled toilet and changing room and a ramp to the mobile classroom
- Effective interagency links that enable forward planning for pre-school disabled children.

Children with special needs consistently make good progress as measured by statutory tests and teacher assessments

The school now needs to anticipate further potential pupil needs focussing on:

- The visual and hearing impaired
- The broad range of common medical conditions

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Continue to track and monitor progress of individuals and groups of pupils with disabilities
- Use this information to inform the deployment of support staff and resources
- Use this information to support initiatives to meet the SEND Code of Practice (2014)

1C: Views of those consulted during the development of the plan

The views and aspirations of disabled pupils and parents are sought through annual reviews, termly parents' meetings and regular less formal meetings. In addition, the priorities of the local authority and local voluntary organisations are sought through regular sharing of information and consultation as appropriate.

The school has set the following priorities in respect of consultation on the plan:

- To extend the pupil voice – seek the views of the school council
- To ensure the school council is representative of all children

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The school has established skills in developing and adapting the whole school curriculum to meet the needs of a range of disabilities, providing challenge and support that has enabled pupils to make good progress. It therefore aims to build on these experiences in a systematic way to establish a sustainable framework that can be used to meet the needs of future pupils.

This will involve:

- a review of the whole school curriculum which will involve identifying the range of opportunities for **all** children
- incorporating high expectations
- developing learning support skills
- developing appropriate groupings and use of peer support

The main focus will include:

- developing and modifying the effective use of the revised National Curriculum to provide differentiated tasks matched both to the whole class curriculum and the pupils' needs
- continuing to maximise the use of ICT, especially I pads as a support tool

Expertise will be drawn on from:

- subject leaders
- speech and language therapists
- visually impaired
- Northcott autistic outreach
- educational psychologist
- IPASS
- other schools/networks
- SENDCO

Developments will be shared with all staff and implementation will be enabled by the school's flexible approach to initiative.

Disabled children have access to the extended school day, each opportunity/activity is assessed and access enabled wherever possible in consultation with staff, parents and pupils.

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

- Differentiation of the National Curriculum to enable access to knowledge and skills plus reinforcement of basic skills specific to pupil needs.
- Development of staff skills and expertise through training and collaboration
- Developing practical support through ICT, in particular, I pads

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The physical environment provides good basic provision for the majority of disabilities and a sound basis on which to build refinements. In consultation with pupils, staff and parents, developments to the physical environment will include:

- improvements to lighting, signage, colour contrast, the acoustic environment
- improvements to access to the mobile unit which is used for breakfast club and some lessons

Funding for these improvements to the physical environment of the school will 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

All new projects are assessed and developed with disability in mind.

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

- Provision for the visual and hearing impaired on entry and throughout the school including the playground area

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled will include:

- ensuring that homework, timetables, policies etc are made available in other forms eg Braille, large print, simplified language, audio tape etc if required

The specific needs of disabled pupils and families will continually be taken into account and common future needs will be anticipated, enabling a range of formats to be produced. Relevant support services will be accessed for specialised formats.

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

- use of ICT to produce audio and visual representation of day to day information

3. Making it happen

3A: Management, coordination and implementation

The plan will be implemented by the headteacher, SENDCO and SEND governor; the governing body will monitor and evaluate its implementation. Evaluation will take into account SEND and DDA legislation, plus school improvement and other policy priorities. It will be coordinated with the LA's accessibility strategy, social services and health agencies recommendations, particularly in respect of meeting the social and health needs of disabled pupils in school.

In order to be responsive to unexpected pupil and staff arrivals the plan will be updated annually. A full review will take place every three years.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Review current single equality scheme action plan

3B: Getting hold of the school's plan

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

- Available in electronic format on the school website or a paper copy on request.

The school has set the following priorities for making its plan available:

- Adapting the plan so it is readable and easy to understand
- Uploading the plan onto the school website

June 2019

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