

Willoughby Primary School

'Learning for Life'



Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

See also 'Social Model of Disability' in our Disability Equality Scheme.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies:

- school development plan
- staff training plan
- SEND policy
- Equal Opportunities policy
- curriculum policies
- disability equality scheme

The plan was approved by the governing body on: 30/01/2008

Date of original Plan: 30/1/2008

Date of Review: 1/5/2013 & 18/7/16 & 1/5/19 & 1/5/22

Member of staff responsible: Head Teacher (HT)

Governor responsible: _____ (Chair of Governors)

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>SEN 'register' is updated each term through pupil progress meetings. Through these meetings support for these children is planned and</p>	<p>SHORT TERM To ensure the school continues to develop the children's understanding of disability.</p> <p>MEDIUM TERM To ensure that children with additional needs have specific and tailored resources provided to help them to access the curriculum</p> <p>To ensure that at the beginning of each academic year TAs are deployed appropriately where there is need and interventions planning</p>	<p>Ensure there are learning resources (books etc.) that show positive examples of people with disabilities.</p> <p>Assemblies will, at times, focus on disability. Look to invite people with disabilities to speak to the children.</p> <p>Complete appropriate assessments e.g. dyslexic tendencies screening to identify specific needs and appropriate resources to support.</p>	<p>All teachers who lead assemblies</p> <p>SENCO</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>People with disabilities are seen in a positive light. The children are educated with regards to equality and how to manage disability</p> <p>There will be an improved accessible environment</p>

	<p>individual provision maps are produced.</p> <p>When a new pupil with a SEN or disability joins the school we work closely with the previous provider and external agencies to ensure a carefully planned transition.</p>	<p>accordingly.</p> <p>This is all reviewed on a termly basis or sooner if required.</p>	<p>Use pupil progress meetings and analysis of data to identify individual and groups of children who require specific and targeted support.</p>	<p>SENCO and class teachers</p>	<p>Beginning of academic year and ongoing</p>	<p>Provision will clearly match the needs of individual pupils.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted as best as possible to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Disabled toilets and changing facilities (in staff toilet) • High vis markings handrail at school gate • Ability for classes to be moved classrooms to accommodate a person who may not be able to negotiate the stairs 	<p>SHORT TERM</p> <p>Ensure that all disabled pupils can be safely evacuated.</p>	<p>Put in place Personal Emergency Evacuation Plans (where appropriate) for all disabled children (Part of Emergency Plan)</p> <p>Develop a system to ensure all staff are aware of their responsibilities in an emergency evacuation</p>	<p>HT, SENCO and class teachers</p> <p>HT, SENCO, class teachers and TAs</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All disabled children and staff working with them are safe and confident in the event of an emergency.</p> <p>Staff and ALL children are confident about what to do in an emergency</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Pictorial or symbolic representations <p>*iPads &</p>	<p>SHORT TERM</p> <p>Ensure all staff are aware of accessible formats of communication</p> <p>React to any immediate need</p> <p>MEDIUM TERM</p> <p>Improve</p>	<p>Encourage the use of good practice guidance from outside agencies e.g. alternative means of presenting information to children.</p>	<p>SENCO and class teachers</p>	<p>Ongoing</p>	<p>Children feel more confident to record their work in a way that is individual to them.</p>

	headphones	information to parents so they can support their children in school activities.	Increase information on extra- curricular activities to parents as well as children via the website and newsletters	HT	Ongoing	Parents feel confident and able to support their children in all school activities and this is reflected through parental feedback.
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