
Accessibility Plan

3-year period covered by the policy: Sept 2018 – Sept 2021

Policy agreed (name): Mrs L Chappell Date: Sept 2018

Policy to be reviewed (Insert proposed review date): Sept 2019

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as 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. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. 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.

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 directly or indirectly discriminate against, harass or victimise 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.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- 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 non-disabled 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.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

<u>ACTION</u>	<u>BY WHOM?</u>	<u>MONITORING</u>	<u>REPORT TO</u>	<u>SUCCESS CRITERIA</u>	<u>RESOURCES</u>
To provide regular training for all staff.	LA / DELTA Specialists Inclusion coordinator, Principal.	Regular discussions with staff, Principal, Inclusion Coordinator.	Ast. SENCo, Principal.	All pupils with a disability will have equal access to the curriculum.	All staff.
Ongoing medical training for staff on key medical issues for current children.	Specialist nurses.	SENCO Recorded in Staff CPD files.	Ast. SENCo, Principal.	All disabled pupils will be safe and staff will be fully equipped to deal with emergencies.	Specialist nurses. Staff time.
Continue to build upon current good practice with regard to liaising with other settings / home for all children, especially those with a disability.	Ast. SENCo, Class teachers.	FS coordinator, Principal, Ast. SENCo	All staff, Governors.	Transition to school will be smooth and inclusive.	Inclusion Coordinator. Area SENCo, Portage Children's Centre, Early Years settings, staff, Professionals linked to children / family.
Audit resources and information held in school with regard to SEN.	Ast. SENCo	Principal, Primary Advisor, Inclusion Advisor.	Governors.	All staff will be aware of resources in school to meet individual needs.	All resources, Specialist resources.
Ensure all trips are accessible to pupils.	Class teacher, EVC, Parents / carers, Liaison with site.	Principal, EVC.	Governors.	All pupils will be able to access their class visits / events in school by visitors.	EVOLVE permission, Risk assessments.
QFT planning includes opportunities for all pupils to achieve and be included.	Class teacher, LSA, NTA.	Principal, Inclusion Coordinator, Assessment Co-ordinator.	Governors.	All planning will continue to meet the need of every child.	Planning files, Assessment files.
Provision maps / SEN Plans as required/ care plans continue to accurately reflect interventions that are additional to and different	Class teacher / Ast. SENCo (with a view that class teachers keep Ast. SENCo updated)	Ast. SENCo, Principal.	SMT	Provision Maps and Assessments / targets will continue to show strategies and	Supporting proformas, SIMS.

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from those provided for other pupils.				interventions and outcomes.	
Continually review fire policy to include strategy for assisting disabled pupils / staff/ visitors during evacuation.	Site Manager.	Principal, Site Manager.	Governors.	All adults / children will be evacuated safely in the event of a fire / drill.	Fire management Policy.
School Prospectus / web site.	SMT. SPT ICT support.	Principal.	Governors.	Parents / Carers will be able to make informed choices based on accessibility, SEND report, SEND local offer on website.	School Prospectus, Office staff time.
Ensure all staff/ Governors are aware of who are the pupils with a disability and have an awareness of disability.	Principal, Outside specialists, SPT Inclusion Advisor.	Principal.	Governors.	Staff are aware of what is a disability and which pupils / adults this applies to.	Meeting time, Outside specialists, Cost as applicable, All staff have updated copies of vulnerable children register(half termly meetings)
Ensure that parents/pupils/staff are reminded of and assured of confidentiality when disclosing / sharing information and know that these will be handled sensitively(reminders and	Ast. SENCo (with prospectus / Nursery booklet)	Principal.	Governors.	All adults / children will feel confident to fully disclose information in regard to their disability.	Staff time.

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awareness that safeguarding overrides confidentiality)					
Take proactive planned steps to raise awareness of disability / disability harassment. Increase resources.	Whole staff, PSHE Coordinator.	PSHE Coordinator, Ast. SENCo	Principal	All pupils will be aware of harassment and take steps to be fully inclusive.	Planning time, Pictures, Books Financial printing / purchase of books / posters PSHCE Jigsaw scheme of work.
Revision of Behaviour Policy to include clear steps that will be taken in the event of negative disability language.	Staff team.	Principal.	Governors.	Clear guidance in sanctions to be taken.	Behaviour policy Staff time.
Purchase/ obtaining of materials that portray positive images of people with disabilities.	Ast. SENCo, PSHE coordinator.	Principal.	Governors.	Positive images increased.	Books, Leaflets, Posters, Photographs, Internet.
The accessibility policy will be available on the website and annually reported to governors.	ICT Coordinator, SPT ICT support, Ast. SENCo.	Principal.	Governors.	Meeting Statutory requirements.	Website.

<u>SHORT TERM</u>					
<u>Those with additional medical needs</u>					
To continue to work with School Nursing team in reviewing and improving care given to pupils with additional medical needs. Tracheostomy care training	Ast. SENCo, Principal,	Principal.	Governors.	Reduce potential for distress / concerns/medical emergencies.	
To continue to receive advice and training from the hearing impaired team (J. Hoyer)	Ast. SENCo EYFS Coordinator	Principal. EYFS Coordinator	Governors.	Children with Hearing impairment will be supported in all aspects of their needs and staff will be confident in providing that support.	
To develop Makaton training for children with ASD/HI/Speech and Language needs.	Ast. SENCo EYFS Coordinator Principal	Ast. SENCo EYFS Coordinator	Governors	Children will be able to communicate effectively regardless of need.	Makaton training/cards
To develop the provision for pupils with ASD – 5 point scales, comic strip conversations, social stories, learning environment.	Ast. SENCo, Principal,	Ast. SENCo, Principal,	Governors	Staff will use training to support children with ASD more effectively.	Training by John Broom
To support those children at lunchtime with additional needs		Principal Ast. SENCo Early Years Coordinator		Children will be supported at lunchtime with their specific needs; ie: Tracheostomy care, sensory and dietary needs.	Extra lunchtime supervisor.