

Birdham C E Primary School ~ Accessibility Plan January 2017 to December 2019

Introduction and Rationale

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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".

Definition of Disability

According to the Equality Act 2010 a person has a disability 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.

Key Objectives

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. At the end of this document is our action plan and detail showing how the school will address the priorities identified in the plan.

Context

Birdham CE Primary School is a small village primary, with all buildings on ground floor.

Birdham CE Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEN meet the definition for disability. This Accessibility Plan covers all of these students.

This Single Equality Statement explains and responds to our statutory duties to promote equality in all areas identified as protected characteristics in the Equality Act (2010).

If a student qualifies for admission to the school by reason of ability and as a result of the selection test, the school undertakes to facilitate their education at the school. All students have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school to the best of their abilities.

The Accessibility Plan shares objectives with the Single Equality Statement and Special Educational Needs Policy and should be read in conjunction with these two documents.

This Accessibility Plan exists to ensure that we fulfil our vision of “working together for our children’s future” so that we develop the moral values, confidence and resilience to make a difference to pupils lives. We aim to:

- Identify students with special educational needs and disabilities and ensure that their needs are met
- Ensure that students with special educational needs and disabilities are able to join in with all the activities of the school
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of both their child’s special needs and progress and that there is effective communication between parents and school

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

Governors should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities. These may include:

- Consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges.
- How threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks.
- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.
- Deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation
- Consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success.
- Description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments.
- Consideration of the school response to pupils through the application of the SEN Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored.
- Consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils’ access to the curriculum and how this is monitored and improvements targeted.
- Identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils
- Identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them.
- Taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement
- Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children’s education and are increasingly willing to actively support their children’s education.
- Enhancing the positive culture and ethos of the school by undertaking feedback from users who consider they have disabilities.

Improving the physical environment of the school to increase accessibility for members of the school community with disabilities

The Governing body will want to consider and record reflection upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Changes outside of the school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment e.g. installation of hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devices.

Access to information

Schools are expected to increase access to information to those with disabilities. The Governors may wish to decide how this is to be achieved by:

- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil need.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

Typical support in our school includes:**Current Accessibility Support for the curriculum**

- Classroom support
- Numicon and My Maths web materials
- Accelerated reader
- Alpha Smart keyboard
- Use of Visual timetables

Behavioural/Emotional

- Pastoral support
- Referral to appropriate agency eg Educational psychologist, Behaviour Team
- Use of Primary Mental Health Worker (Claire Mitchell)
- Use of Behaviour Risk Assessment for named children

Physical

- Liaison with school nurse
- Speech and Language therapist
- Physiotherapy
- Liaison with specialist teacher advisor for physical difficulties to meet individual needs, e.g. Occupational Therapist

Monitoring the success of the plan

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the schools ability to promote access to educational opportunities for pupils with disabilities.
- Improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs.
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school
- Recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed effectively.
- Increased levels of achievement for pupils with disabilities.
- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.

Focus: To ensure equal access for children, staff and parents with disabilities and specific medical conditions

Targets	Success Criteria/outcomes	Strategies / tasks	Person(s) Responsible	Resources, time and finances	Implementation, monitoring and review
PHYSICAL ACCESS					
1. School site is wheelchair friendly	Ensuring wheelchair access for parents at all school events	Periodic review Consult with users with disabilities	HT Premises Officer	Spring Term 2017	Governors Annual review as part of H&S self inspection
2. Nut Allergy & Anaphylaxis awareness.	As we have staff and pupils who suffer a reaction to nuts we will attempt to operate a totally free environment.	School staff regularly update their training in the use of the auto injector pen- under the direction of the school nurse (last updated Sep-16). All parents fully supportive over this school policy, and accessibility within the curriculum has not been compromised.	All staff and parents	On going With regular updates to auto injector pen training	On-going monitoring

Targets	Success Criteria/outcomes	Strategies / tasks	Person(s) Responsible	Resources, time and finances	Implementation, monitoring and review
CURRICULUM ACCESS					
3. Teaching differentiated to accommodate the full diversity of academic needs	Individual needs are met	Differentiation in Teaching	All teachers and support staff in class	Resources that support the differentiation of pupils who need additional differentiation.	Governors
4. Close the achievement gap	Effective interventions	Interventions delivered by teaching assistants	SENDCO to monitor current interventions and their success/impact on progress. Resources / Interventions allocated to need	Resources to support interventions	Governors

5. Promote the participation and independence of all children	Classrooms are organised to promote the participation and independence of all	Teachers organise classrooms to promote the participation and independence of all	Class teacher/Resources	Resources	Governors
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ACCESS TO INFORMATION					
6. Make written material available in alternative formats when specifically requested.	Written material available in alternative formats when specifically requested.	Availability of written material in alternative formats when specifically requested. The school will make itself aware of the services available for converting written information into alternative formats	Headteacher	Resources for alternative formats as required	Governors