

## Accessibility Plan 2016 - 2017

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 1) Not to treat disabled pupils less favourably for a reason related to their disability.
- 2) To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- 3) To plan to increase access to education for disabled pupils.

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.

These three areas are:

- 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 annually.

### **Definition of Disability**

Disability is defined by the Equality Act 2010 thus:

"A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."

### **Vision statement**

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. As a fully inclusive school, we have high expectations for **all** children. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils, to make equality of opportunity a reality for all our children include those with disabilities.

### **Information from pupil data and school audit**

## **School Context**

We currently have pupils on role with a range of disabilities, including Cerebral Palsy, Down's Syndrome, Autism, Hearing Impairment, ASD, ADHD, asthma and serious allergies. The school was purpose built in 2014 and the physical environment is therefore fully up-to-date in terms of access (wide doors and corridors, two lifts, two hygiene rooms, disabled toilets).

## **Partnership working**

We seek specialist advice from other teams of professionals on how best to support children with disabilities so that they are fully included in all areas of school life. Recommendations are acted upon promptly.

We collect information from the Early Years settings and prospective parents, so that we are prepared for children when they arrive in school and are providing the right care for their needs. We draw up Care Plans, Risk Assessments and Personal Emergency Evacuation plans to secure the health and safety of pupils. Prospective parents of children with disabilities are welcomed to meet with the SENCO and view the provision so that they can make an informed choice about the right school for their child.

## **Consultation**

This plan will be shared with staff, parents and pupils and their views will be taken into account.

Date of Plan: March 2017

Review date: March 2018

**Our Accessibility Action Plan is attached (Appendix 1).**

Appendix 1

Accessibility Action Plan

**Aim 1- Increase access to the curriculum for pupils with a disability.**

<b>Objectives</b>	<b>Strategies</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To teach all pupils about a range of common disabilities and their impact.	Hold a disability awareness day/week.	SENCO Phase leaders Classteachers	Pupils and staff show awareness of needs of disabled pupils. Pupils and staff do not “baby” pupils with disabilities.
To review assessment of pupils with SEND in line with Rochford Review recommendations.	SENCo investigate range of assessment tools and select most appropriate for school profile.	SENCO HT	Accurate assessment of need leading to effective planning for progress.
To review all statutory policies to ensure that they reflect current inclusive practice and procedures.	Relevant postholders review policies, ensuring they contain a section on Inclusion in their subject or area.	Postholders SENCO	Compliance with Equality Act 2010 and consistency of approach to Inclusive practice in all areas.
To provide adapted educational equipment or IT equipment on advice of OT or other advisory services.	Make referrals to relevant services and act on recommendations for purchasing equipment.	SENCO	Increased curriculum access and engagement leading to improved progress and attainment.
To bring the Headstart Resilience Project in-house and embed in school offer to pupils with SEMH difficulties.	Work with Headstart team to roll out the project for target pupils.	Assisstant Headteacher DG	Pupils with Mental Health, social or Emotional difficulties develop resilience, enabling them to better engage with their education.

**Aim 2 – Improve physical environment to increase access for disabled pupils.**

<b>Objectives</b>	<b>Strategies</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To ensure that there is disabled parking outside the school as parking around the school becomes permit only.	Office manager to liaise with borough parking services to request at least one disabled parking space outside school.	Office manager HT	Parents of children with disabilities able to park directly outside school.
To provide adapted cutlery and crockery for disabled on advice from OT or other advisory services.	Make referrals to OT or other relevant services and follow recommendations.	SENCO	Increased independence for pupils with disabilities.

To investigate and purchase specialist P.E. equipment for use with SEND pupils.	PE. Co-ordinator to investigate equipment available and suitable for needs of SEND pupils within school. Include in budget request.	SENCO P.E. co-ordinator	Increased access in P.E. and Let's Get Moving, leading to improved progress and attainment in physical development. Increased enjoyment.
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**Aim 3 – Improve delivery of information to disabled pupils and their parents.**

<b>Objectives</b>	<b>Strategies</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To signpost parents of SEND pupils to local support groups and forums.	Make flyers available in school reception. Target appropriate children and parents (use texts).	SENCO	Parents are aware of support networks which they can access for information and support. SEND pupils access advertised out of school activities.
Establish an SEND notice board in a public area.	Noticeboard updated regularly with flyers, photos of events and activities.	SENCO TAs	Parents aware of opportunities for them and their children. SEND pupils celebrated.
Audit of parents of SEND pupils.	Questionnaire will ask parents to suggest what further information they would like and how they would like to receive it. Action requests where desirable and viable.	SENCO	Parents feel heard. Information disseminated effectively. Increased engagement of parents.