

Christ Church C of E (VA) Primary School



Accessibility Plan

2015 -2018

Introduction

The school recognizes its statutory duty to the public sector which requires that the Governors of the school have responsibility for the following:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.
- promote equality specifically in relation to disabled pupils

'The Equality Act 2010 (the Act) replaces the previous anti-discrimination laws with a single Act. It simplifies the law, removing inconsistencies and making it easier for people to understand and comply with it. It also strengthens the law in important ways, to help tackle discrimination and inequality. The majority of the Act came into force on 1 October 2010' (Equality Act 2010, Equality Public Sector Duty).

This requires that the *Governors* of the school have responsibility for the following:

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

This plan sets out the proposals of the *Governing Body* of Christ Church Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality act:

- 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.

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

1.

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

Through partnerships with local communities, Christ Church Primary School will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners.

We will ensure that all our learners, including those with a disability have access to the curriculum and that their school experience is a valuable and rewarding one. We will encourage them to aspire to the highest standards and value themselves and others and the contribution they can make with in the school and the wider community.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school and will make any characteristics reasonable adjustments, specific to the Disability Act, to the curriculum where required to cater for the needs of disabled pupils.

- Equip all of our pupils with the necessary life-skills to become literate and numerate in order to gain a lifelong means of communication.
- Set high standards and targets for all pupils to strive to achieve, including those with a disability in all curriculum areas. Modify lesson as necessary to include those with a disability. This will be in line with the National Curriculum inclusion statement which states that: 'With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work' (National Curriculum, 2014).
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- Provide opportunities for everyone to make a positive contribution to the community and wider world.
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.
- Nurture an awareness of the need for a healthy lifestyle.
- Develop pupil collaboration and independent learning opportunities.
- Celebrate achievement as well as attainment of all pupils.
- Opportunity for feedback about progress to encourage children to move on and understand their next steps.

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

- Update our vision and values in the light of discussions with all stakeholders (including pupils, parents, staff and governors) to extend opportunities for all.
- To provide appropriate induction for all new staff and governors.
- Ensure that all ancillary staff have had appropriate disability awareness training
- The school has a specific focus on increasing the number of ASD pupils we admit through the establishment of a Focus Provision. We talk to the children and staff within the school about ASD pupils and their needs. Autism awareness work. We will ensure that the environment is suitable for ASD pupils. This will be embedded within this plan by determining what we need to do and what support we will need from the local authority and other providers to establish the environment, resources, training and the curriculum. Specific ASD training will be delivered; specialist staff will be employed to oversee the provision of the centre.
- Maintain the inclusive level of the school.
- Increase access to the curriculum.

1B: Information from pupil data and school audit

SCHOOL CHARACTERISTICS:

CATEGORY	CHARACTERISTICS
SEN	9%(SEN) 1.5% (Statement /EHCP)
ATTENDANCE (2013-2014)	Attendance for SEN pupils is: 93.4% Attendance for the whole school is: 97.2% Attendance for children with a Statement/EHCP children is 93.1%
DISABILITY	13 SALT, 6 Sensory Impaired, 3 Complex Communication Difficulties, 4 Physical disabilities,
DISABILITY (PRE-SCHOOL)	6 SALT, 1 with pediatric arthritis, 2 Physical disabilities.

Disabled Pupil Presence, Participation and Achievement

- The school uses staff and appropriate equipment to meet the needs of all children as required ensuring as full access as is possible.

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

For the purposes of this plan we consulted with:

- Pupils with disabilities in the school
- Parents of those children
- School staff
- Community disability groups
- The Local Authority (Support Services, SIAs, SEN and Inclusion Adviser)

The views of children were gained through an appropriately differentiated structured interview with themselves and appropriate support staff. Issues raised were:

- Being able to take part in all school activities (after-school clubs, swimming classes etc.)
- Parents will be asked about the information they received regarding their child's progress, targets and pupil review meetings with the SENCo and class teacher support staff, access to extra curricular clubs/activities.

- Local Authority groups expressed a desire to play a more significant role in school in raising awareness of issues relating to disability amongst staff and pupils.

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

- Consultation with pupils and parents will be focused through termly review meetings
- Continuing consideration of how to make the consultation accessible to all participants.
- The school has ensured that pupils have access to the curriculum, e.g. via the sound field system, visually impaired pupils via personal computer screen.
- The school has a specific focus on increasing the number of ASD pupils we admit through the establishment of a Focus Provision. We talk to the children and staff within the school about ASD pupils and their needs. We ensure that the environment is suitable for ASD pupils. This will be embedded within this plan by determining what we need to do and what support we will need from the local authority and other providers to establish the environment, resources, training and the curriculum. Specific ASD training will be delivered; specialist staff will be employed to oversee the provision of the centre.

2. The main priorities in the school's plan

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

As stated in section 1A our vision is of a fully inclusive school with equal opportunities for all underpinned by the principles of the National Curriculum Inclusion Statement. Curriculum plans are written to ensure that suggested activities are accessible to all pupils and that reasonable adjustments have been made. Curriculum here means all activities undertaken during an extended school day.

High quality teaching and learning for all is a priority in the school improvement plan. Ensuring all teachers are aware of their duty in regard to children with a disability or SEN and the school's ethos of inclusion is a major part of this. The SENCO and senior leaders in the school include improving outcomes for pupils with SEN and disability as part of their monitoring role. The SENCO in this school is not class based so time to undertake this important role is set aside within her schedule.

The children in the focussed provision will have access to the school site/provision where appropriate to ensure their needs are met.

Data collection and consultation raised issues of progress and participation which will need to be addressed over the lifetime of this plan (see priorities below).

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

- Further development of the curriculum and strategies to increase access for pupils with a disability. Interventions are used where appropriate to ensure pupil's needs are being met.
- A rolling programme of curriculum area reviews will be undertaken to ensure that concerns relating to disability are being addressed and undertaken.
- Actions to develop pupil access will be developed, planned and monitored
- Focussed provision training and development completed and reviewed as appropriate.

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 of the school and surrounding areas can be a significant barrier to participation in educational activities for accessible pupils. The school is committed to removing these barriers as part of its vision of an inclusive school. As part of the new build a lift has been fitted to allow access to all areas of the new building as well as most of the other areas of the school. A second accessible toilet was installed and a disabled parking area marked on the car park. There is a ramp to the community room with wide doors for easy access. This gives full access to the community room for all uses. This space allows parents and members of the community to access services and support. There is an accessible toilet in this area.

The following adaptations have also been made:

- Following advice from HI team on suitable adaptations and equipment that can be used to aid these pupils. Some of key stage 2 classrooms have been fitted with sound systems.

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

- **Raise awareness of need for visual adaptations in all areas of the school for VI children and adults.**

The school is to continue to undergo major changes in the next few years as we expand to a two form entry school. A new teaching block and new reception classroom has been built.

Key stage 1 classrooms have been moved and now have better access as these classrooms Lower key stage 2 classrooms have access via a ramp. Upper key stage can be accessed via the lift. There is still access issue from the school hall to the office though a lift is available from the lower ground floor.

Accessibility has been a priority when developing the plans for the new school and so no new future physical access difficulties should arise in this area.

2C: Improving the delivery of information to disabled pupils in written form.

The school will ensure that all written information provided to pupils is accessible and appropriate depending on the need of individuals

These include:

- Homework
- Timetables
- Worksheets
- Teacher feedback and marking of work
- Notices
- Tests and examinations
- Interactive white boards
- Overlays of coloured paper and screens, etc
- Use of coloured contrasts

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

- Training from support services on the availability and use of different formats (e.g. audio taping, symbols, large print, use of colour, Braille, BSL)
- This plan will be kept under constant review regarding access to new areas of the site as the school developed and adapted accordingly.

3. Making it happen

3A: Management, coordination and implementation

Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the Equality Act and apply this knowledge in their own area of responsibility. This means that the Head Teacher, learning support assistants, class teachers, dinner staff, the SENCO, the premises manager, curriculum coordinators and administrative staff and governors themselves all have responsibility to ensure that the school is as accessible as possible and note and report to the relevant person any barriers they come across.

Equality training has been undertaken by all existing staff and but will continue annually to ensure an up to date understanding and that any new staff are also trained when they first join the school.

The Governing Body will ensure that appropriate resources are made available from within the schools own budget to allow for this training to take place.

The Headteacher will take responsibility for ensuring that this plan is coordinated with other plans and policies across the school.

The Accessibility plan will form part of the school Improvement Plan to ensure it is monitored and adhered to throughout the school.

The impact of the plan will be evaluated annually and the plan amended in the light of need. This will be judged against the following outcomes:

- *increased confidence of staff in differentiating the curriculum for disabled pupils;*
- *greater pupil and parental satisfaction with the arrangements made;*
- *improved outcomes for disabled pupils;*
- *improvements in the physical environment of the school;*
- *multi-agency working to support children with medical needs;*
- *teachers sharing good practice within the school, the school sharing good practice with others;*
- *disabled pupils being involved in whole life of the school.*

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

- Identify any available funding to increase access and purchase any resources needed to allow for this.
- Co-ordinate plan with other school plans and policies
- Implement effective monitoring and evaluation of the plan

3B: Getting hold of the school's plan

It is intended to make the school's plan a model of accessibility. The plan will be made available in the following ways:

- School's website
- On request in a variety of formats e.g.
 - On different coloured paper or in different coloured font
 - Extra large print
 - Staff available to discuss any issues arising from plan.

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

- Liaison with local support services and voluntary agencies for advice on the production of the plan in different formats.

Achieve and Enjoy: Accessibility Plan 2015 -2018

Priority	Inclusion			Success Criteria Pupils are ach			
Project Leader							
Activities	Timescale	Personnel	Resources	Impact Milestones	Monitoring	Evaluation	Review
1A: To develop vision and values that inform the accessibility plan: -	April 2015	PP and working party	Time and space	Look at current accessibility plan and look to see how it can be improved and added to.			
1B: To develop data and information to support the accessibility plan:	April 2015 July 2015	PP	Time and access to school data	Use of data shows children with disability are making progress. If not why not and how can they be supported.			
1C: Views of those consulted on the plan	June 2015 To review plan ready for Sept 15	PP and working party	Time and space	Plan reviewed looking at the areas covered and considering what might need to be changed/added. Look at children, parents, visitors and staff perceptions.			
2A: To provide an inclusive curriculum for all	Ongoing All curriculum areas accessible to all. Monitor to ensure they remain so.	SLT		Curriculum monitored and reviewed to ensure all aspects are fully accessible and that they provide the right balance of development and reinforcement. Link to our dangerous curriculum, how are all the activities going to be made accessible for all. If they are not what can we do to support these pupils or find alternatives.			

Commented [IB2]: What needs to be improved.

Commented [IB3]: How improvement will be recognised and judged and what is expected at the end of the activities. Criteria should be Aligned, Specific, Timed, Empowering, Achievable and Measurable.

Commented [IB9]: Evidence to be collected and how. Monitoring and Evaluation – the personnel involved should be different in each case.

Commented [IB10]: How success will be judged. Monitoring and Evaluation: the personnel involved should be different in each case.

Commented [IB11]: The next steps and whether new targets are needed.

Commented [IB5]: What will be done.

Commented [IB6]: When will activities take place.

Commented [IB7]: Who will carry out the activity.

Commented [IB8]: Money, materials, equipment, time.

<p>2A: To increase the extent to which disabled pupils can participate in the school curriculum</p>				<p>Curriculum monitored and reviewed to ensure all aspects are fully accessible and that they provide the right balance of development and reinforcement. Link to our dangerous curriculum, how are all the activities going to be made accessible for all. If they are not what can we do to support these pupils or find alternatives.</p> <p>Ensure pupils are given support where needed to allow them access to the curriculum and that they are comfortable with what they are being asked to do. Ensure they have opportunities to suggest ways that might make things easier for themselves and that parents are able to have a discussion about this too.</p>			
<p>2B To improve the physical environment of the school.</p>	<p>April 2015</p>	<p>SLT.</p>	<p>Time cost of necessary resources.</p>	<p>Look at decoration, Use of colour and lighting. Ensure there are stimulating areas as well as low stimulus areas within the school.</p> <p>Physical environment much improved.</p> <p>Visual timetables.</p>			
<p>2C Improving the delivery of written information,</p>	<p>May 2015</p>	<p>SLT and curriculum leaders through observation walks, staff meetings etc.</p>	<p>Time cost of necessary resources</p>	<p>Look at the use of print around the environment is it big enough, font appropriate, language appropriate etc. Use of communication in print, visual clues etc.</p>			
<p>3A Management co-ordination and implementation</p>		<p>SLT and working party.</p>	<p>Time</p>	<p>Ensure annual monitoring takes place and that key groups are consulted and their suggestions considered and actioned as appropriate.</p>			
<p>3B Making the plan available</p>	<p>April 2015</p>	<p>PP</p>		<p>Ensure plan is available to parent and wider community via website or paper copy on request.</p>			