

Holton St Peter Primary

Accessibility Plan

2016 - 2019

Introduction

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.

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:

- 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

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:

- 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 and revised as necessary. Below is a set of action plans showing how the school will address the priorities identified in the plan.

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

The aim of this policy is to set out the commitment of the Governing Body of Holton St Peter Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. Holton St Peter Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents. Provision determined in Statements of Educational Need is made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

Holton St Peter Primary School has high ambitions for all its pupils; we expect pupils with disability to participate and achieve in every aspect of school life. As such, we are committed to:

- setting suitable learning challenges
- responding to pupils diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Holton St Peter Primary promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give 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. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

ACCESSIBILITY PLAN SCHOOL NAME: Holton St Peter Primary DATE: March 2016- 2019

Access to Premises/Physical Environment

Holton St Peter Primary provision overall is good (Ofsted, 2014).

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Our self-review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's needs are known. Building work in the past has ensured that the school is accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

Target	Tasks	Timescale	Success Criteria	Responsibility	Outcome/Review Evaluation
Access to Premises/Physical Environment					
Ensure all monitoring and actions are scrutinised and challenged by the Governing body.	To evaluate and review this plan and the attainment and progress of all pupils.	Termly, with full review and update in Autumn term annually	Governors fully informed about provision and progress towards the Accessibility plan.	Headteacher, SENCo, Governing body - particularly Health and Safety Governor	
Physical environment of the school remains attractive and engaging for all.	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premise such as improved access, lighting and colour schemes.	On -going	Enabling needs to be met where possible	Head Teacher, Governors and Cleaner-in-Charge.	
Visually stimulating environment for all children	Colourful, lively displays in the classroom, with greater focus on practical/ kinaesthetic learning	On - going	Monitoring at least shows all aspects are at good. Daily walks to check by Head Teacher.	Teachers Teaching Assistants	

Awareness of access needs of pupils, staff, governors, parents and visitors with disabilities	Create access plans for individual disabled pupils as part of the Next Steps process when required. Be aware of staff, governor and parent's access. Consider access needs during recruitment process	As required Admissions for new parents / carers Recruitment process	Needs are met	Head Teacher, Health and Safety Governors.	
Pupils with medical needs are fully supported	First Aid training and guidance on administering medicines (for first aiders)	Annual Starting Sept 15	100% of employees receive first aid training	All teaching staff.	
Roads and paths around school are as safe as possible	Communication with parents, clearly laid out path in ice. Bikeability for year 5/6 children	Spring 2016	No accidents	Head Teacher, cleaner-in-charge and Health and safety governors.	
All pupils with mobility issues can be evacuated safely	All personal emergency evacuation plans (PEEPs) are in place and up to date	As and when required	Successful fire drills	SENCo	
Layout of school allows access for all pupils to all areas	Consider needs of disabled pupils / carers or visitors when considering any redesign	As required	Work carried out meets criteria set out by any experts	Head teacher/ SCC	
All educational visits to be accessible to all	Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness.	Termly	EVOLVE form and risk assessment all completed. All pupils able to access educational visits and take part in a range of activities.	Visit leader Head teacher	
Informed decisions are	Health and Safety	Termly	Yearly audit	Head teacher, Cleaner-	

made with regards to accessibility	audits are carried out with additional consideration of accessibility		Termly reviews	in-charge Health and Safety governors	
Improve access for visually impaired people	Paint yellow strip marks on step edges near Reception classroom	2016 -17	Clear markings for visually impaired.	Cleaner-in-charge.	

Access to Curriculum (Learning and Social)

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant enrichment activities, cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Teachers at Holton St Peter Primary plan and deliver good lessons. Teachers' planning is highly differentiated to take account of the individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Ensure all monitoring and actions are scrutinised and challenged by the Governing body.	To evaluate and review this plan and the attainment and progress of all pupils.	Termly, with full review and update in Autumn term annually	Governors fully informed about provision and progress towards the Accessibility plan.	Head teacher, SENCo, Governing body - particularly Health and Safety Governor	
Identification of pupils who may need additional / different provision	Liaise with Nursery providers to review potential intakes	Annually	Necessary procedures / equipment / ideas in place for September	EYFS teacher	
Compliance with Equality Act 2010	Review all statutory policies to ensure that they reflect inclusive practice and procedure	Sept 16	No policy conflicts with the principles of equality of opportunity for all	Head teacher	
Collaboration between all key personnel	Maintain close liaison with outside agencies for pupils with on- going health needs - severe asthma, nut allergy or	Termly	Clear collaborative working approach	Head teacher Teachers Outside agencies	

	diabetes				
Raise attainment and narrow any gaps in attainment that may exist	Monitor attainment of all pupils with SEND during pupil progress meetings and regular liaison with parents	Half termly	Progress made towards next steps targets and assessment shows clear steps and progress being made	Head teacher Teachers parents	
Raise attainment and narrow any gaps in attainment that may exist with vulnerable groups	Monitor attainment of pupils who are vulnerable during pupil progress meetings and regular liaison with parents	Half termly	Assessment shows clear steps and progress being made	Head teacher Teachers parents	
Review PE curriculum to ensure PE is accessible to all	Class teacher liaise with sports coaches.	From September 2015	All to have access to PE and be able to excel	Aimee Tilly Sarah Dickenson Class teachers	
Raise awareness of disability issues, including harassment	The curriculum, including whole school themes around humans and PSHE with this in mind	From Sept 15	Long term planning will show awareness	PSHE British values.	

Access to Information

We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language; symbols on work; pre-printed / pictorial explanation of work.

We want to include actions to engage even more of our parents / carers. Currently, we share information with parents / carers in ways including letters and newsletters and the website.

In planning to make written information better available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need.

Ensure all monitoring and actions are scrutinised and challenged by the Governing body.	To evaluate and review this plan and the attainment and progress of all pupils.	Termly, with full review and update in Autumn term annually	Governors fully informed about provision and progress towards the Accessibility plan.	Head teacher, SENCo, Governing body - particularly Health and Safety Governors.	
All pupils feel confident to fully disclose information with regard to their disabilities.	Ensure that all pupils, staff and parents are assured of confidentiality when disclosing information	Termly starting Sept 2015	Positive feedback from pupils Lesson observations	SENCo Head teacher	

	and know disclosure will be handled sensitivity.				
All pupils and staff are fully aware of the definition of disability and examples	New curriculum links to humans and PSHE	Sept 2015	Pupil interviews New curriculum in place	Head teacher Class teachers.	
Annual review of children with SEN are as accessible as possible.	Review how child friendly reviews are.	Sept 15	Annual reviews will be accessed fully by children	SENCo	