

Accessibility Plan 2015 - 2018



POLICY

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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:

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



1. Starting points

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

Swansfield Park Primary School is an inclusive community which supports disabled pupils to participate and achieve in every aspect of school life. We aim to make all children feel welcome irrespective of race, colour, creed or impairment.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. We set appropriate individual learning targets, respond to pupils' diverse needs and endeavour to overcome potential barriers to learning and assessment which may disadvantage disabled pupils in any aspect of school life.

1b: Information from pupil data and school audit

Children within the school population at present have a variety of disabilities eg. Autism, dyslexia, dyspraxia, global developmental delay including communication and physical difficulties.

Information about pre-school children is provided by health visitors, Children's Services and Sure Start.

Disabled pupils are included in everything the school does such as after school clubs and school visits. The curriculum is adapted where necessary to enable all children to participate in activities alongside the other children. All physical features of the school enable access to all school activities. Necessary adaptations such as the provision of a disabled toilet and ramps have been undertaken.

Teaching Assistants working with disabled children receive specific training and possess expertise which is shared with teaching staff.

Outcomes for disabled pupils

- SATs results
- OFSTED comments
- Data analysis / value added scores
- Data from Provision management

1c: Views of those consulted during the development of the plan

In drawing up our disability equality scheme, we consult termly with the parents of children who have disabilities, this raises awareness of any issues and enables the school to address these.

Consideration of the County Council's strategy for disability equality, written following wide consultation within the community, was implicit in improving access to education for all our pupils.



In addition, through the Families and Children's Trust (FACT), an annual survey of the views of children is undertaken, and we will endeavour to use this to gather the views of our disabled children more specifically.

The views and aspirations of disabled pupils and their parents/carers will thus continue to influence the development of our plans

Our priority in terms of consultation is to bring the results together in a more coherent single format, thus clearly giving evidence of how that consultation has been used to influence school actions.

2. The main priorities in the school's plan

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

Increasing the access to additional exercise sessions eg. swimming, soft play and horse riding for children with physical impairment. Using specialist P.E. teacher to advise upon adaptation of planning and delivery of the P.E. curriculum.

Seek advice regarding the appropriate use of ICT to assist with communication skills.

Refine assessment techniques to develop appropriate "next learning steps"

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 layout of the building is appropriate for the needs of the current pupils with disabilities due to the adaptations which have been made.

2c: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Techniques such as PECS, makaton signing and using non ambiguous language for autistic children are used where appropriate throughout school. Further work is necessary to enable dyslexic children to access written information, this will follow staff training.



3. Making it happen

3a: Management, coordination and implementation

The school governors and senior management team have responsibilities covering every area of school's activities.

The governor with responsibility for Special Educational Needs and Disabilities will monitor the implementation of the Accessibility plan annually.

The SENDCo has responsibility for co-ordinating the accessibility plan. Issues arising from the accessibility plan will be addressed in the SEND action plan which forms part of the school improvement plan.

Annual reporting to parents about the school's accessibility plan will be included on the school website.

3b: Getting hold of the school's plan


Hard copies of the school's accessibility plan are available from the school office or from the school website:

www.swansfield.northumberland.sch.uk

This plan is available in alternative format upon request.

This policy has been formally adopted by the governing body.

| VERSION HISTORY | | | |
|-----------------|---------------|-----------------------------------|--------|
| VERSION | DATE | DESCRIPTION | AUTHOR |
| 1 | 7 July 2015 | | JS |
| 2 | 27 April 2016 | Convert to Primary Policy (Draft) | JS |

| APPROVAL AND AUTHORISATION | | | | |
|----------------------------|---------------|-------------|--|---------------|
| | NAME | JOB TITLE | SIGNATURE | DATE |
| Approved by | Jenny Smith | Headteacher |  | 27 April 2016 |
| Approved by | David Belshaw | Governor | | |

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| DATE OF NEXT REVIEW | 27 April 2017 |
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ACCESSIBILITY PLAN 2016

Written and adapted by JS

Swansfield Park Primary School

April 2016

