

BARMBY MOOR AND GARTON ON THE WOLDS CE PRIMARY SCHOOL

Accessibility Plan

Introduction

The SEN and Disability Act 2001, SEND Code of Practice 2014, 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, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Our school's vision and values

We unite to provide a happy, healthy, stimulating and creative environment where each member is valued. Through the provision of skills for learning and for life, we strive to help every child reach his or her full potential and become a respected, independent and tolerant member of society with high aims and aspirations.

Our vision statement sets purpose and direction for the plan and provides a framework for evaluation. The statement sets out the ambitions for all pupils including those who are disabled. Our school is committed to all aspects of equal opportunities and removing barriers in every area of the life of the school, particularly for its disabled pupils.

Information from pupil data and school audit

The current school population of approximately 74 has no disabled pupils. We do not have any disabled staff currently working at our school. However, by the DDA definition of disability an average of 7% of school pupils nationally **are** disabled.

Definition of disability

The DDA defines a disabled person as someone who has *'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *'substantial'* means *'more than minor or trivial'*. *'Long-term'* means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including disfigurements, progressive conditions and learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Disability and special educational needs

Many of the pupils with SEND and a statement/EHC plan or who are on the SEN register, will count as disabled.

However, not all children who are defined as disabled will have SEND. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEND will be defined as having a disability under the Disability Discrimination Act. Children who have significant behaviour difficulties relating to an underlying physical or mental impairment will be covered by the Act by reason of the underlying impairment, although there is no requirement for a mental illness to be *'clinically well-recognised.'*

Audit of Provision

In the past the school has had pupils with disabilities - namely autism, ADHD, cerebral palsy and dyslexia. These pupils have had full access to the curriculum. There have been very few exclusions within the last four years. Most pupils have participated fully in off-site activities.

Admission of disabled pupils and employment of disabled staff in the future

- Our Local Authority has responsibility for admissions and therefore has responsibility for the DDA duties in relation to admissions.
- The school has responsibility for DDA duties when recruiting staff.

In the event of the future admission of disabled pupils and employment of disabled staff an individual action plan will be devised with the purpose of ensuring and improving access. The following information and guidance will be used.

The impact on disabled pupils on the way the school is organised will need to be considered and perhaps refined, for example:

- school's policies, practices and procedures relating to: anti-bullying, school trips, the way risk assessments are carried out, learning and teaching, time-tabling, the administration of medicines;
- the physical environment of the school;
- the curriculum;
- the ways in which information is currently provided for disabled pupils;
- the priorities currently set in other plans, particularly the School Improvement Plan.

The plan will be informed and reviewed taken into account the following:

- the views and aspirations of disabled children and young people themselves;
- the views and aspirations of parents who are disabled;
- the views and aspirations of disabled staff;
- the views and aspirations of other disabled people or voluntary organisations;
- the priorities of the local authority.

Consultation will be organised in a way that is accessible to the particular groups who are being consulted.

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

When being informed of the future admission of a disabled pupil the school will consider that pupil's accessibility to the curriculum in the light of the following key elements:

- a focus on medium term planning, at the level of schemes of work;
- a clear assessment of the current National Curriculum of the full range of pupils
- high expectations;
- appropriate deployment of learning support;
- pupil grouping and use of peer support.

Plans will be coordinated with the priorities in the school improvement plan and be led by those with curriculum expertise within the school. It may be appropriate to plan in conjunction with partner schools. There is also a strong cluster network from which it may be appropriate to draw expertise.

Advice and support from appropriate external partners, for example: SALT, behaviour advisor, inclusion officer, educational psychologists will be sought;

The school will be mindful also of issues for wider school review, for example:

- use of SENCO time;
- the responsibilities of subject leaders;
- the way that learning support assistants are deployed;
- time-tabling;
- how the school plans to develop awareness of disability through the curriculum;
- how successful developments in one area of school life are shared across the whole school;
- access to specialist advice and support.

Disabled pupils need access to the formal taught curriculum of the school, but also to other activities of the school day and beyond the school day, for example:

- recreation;
- movement around the school;
- special events: sports days, visiting theatre groups or story-tellers;
- extra-curricular activities: breakfast clubs, after-school clubs;
- school visits.

Improving the physical environment of the school to increase the extent to which the disabled can take advantage of education and associated services:

Any changes may need to be made to the school's physical environment will have to be considered in the light of the Asset Management Plan through the LEA and the Governing Body.

Different aspects of the physical environment will need to be considered in relation to different groups, this may include;

- improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings;
- improvements to toilets, washing and changing facilities;
- changes to the layout of the playground and other common areas;
- the provision of ramps and lifts and improvements to doorways;
- the provision of particular furniture and equipment to improve access.

Funding for improvements to the physical environment of the school may come from a variety of different sources:

- School Access Initiative funding may be needed for major capital works. This has to be coordinated with the local authority's priorities;
- devolved capital funding can meet the costs of some of the priorities;
- delegated funding can be used to meet the costs of particular equipment that may need to be provided for disabled pupils;

When minor works and purchases are being carried out in the school over the next three years the following principles will be considered that help to keep down the costs of separate work to improve access:

- access considerations can often be piggy-backed onto other work to be done, for example: there is a small marginal cost for installing visual alarms when the school is being re-wired, there is an even smaller cost in improving colour contrast when the school is being re-decorated;
- purchasing policies can take account of access requirements, for example: the purchase of adjustable heights tables when they are purchased, or a number of calculators with large keys when calculators are being purchased;
- seeking specialist advice can be a good investment but advice needs to be broadly based and take account of different groups of pupils.

Improving the delivery of information to the disabled that is usually provided in writing for people who are not disabled:

Examples may include:

- handouts, timetables, worksheets, notices, information about school events.
- Improving the delivery of information might include making information available: in Braille, in large print, in simplified language, on audio-tape, I-pads, I-pods, on DVD, through sign language, using a symbol system.

Identifying the appropriate format will take account of:

- Individuals' impairments, for example: access to information may be improved for particular groups of people by particular approaches, for example: people with learning difficulties may be able to access information more easily where it is provided in simplified language; people with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems;
- preferences expressed by pupils or their parents.

A consideration of different formats for communication will be made as appropriate. In respect of more specialised formats, for example: Braille, help is available from support services.

Management, coordination and implementation

The governing body takes responsibility for the school Accessibility Plan. The body will require an annual audit of need for disabled pupils, staff, stakeholders and relevant action plans, where appropriate, to meet the needs of those groups. Action plans designed to increase accessibility will be evaluated in the light of defined success criteria and in consultation with relevant groups, including pupils, their parents and those charged with the responsibility of implementing the plans using appropriate evidence.

Other policies and plans

Plans to increase accessibility will have impact upon, and will be detailed in, the following

- School Improvement Plan;
- SEND policy;
- Health and safety policies.

Plans will be coordinated with other services and agencies, for example:

- with the local authority's accessibility strategy;
- social services;
- health agencies, particularly in respect of meeting the health needs of disabled pupils in school.

Implementation:

Action plans will

- allocate lead responsibilities;
- set out clear timescales;
- identify the necessary resources, human and financial. To ensure that the school meets the requirement to resource the plan, it should identify the source of funding, for example: school development grant; Schools Access Initiative; devolved capital budget; delegated budget;
- make clear what the anticipated outcomes are, with performance criteria where necessary;
- build in review mechanisms and dates.

Individual action plans for appropriate pupils and members of staff will be formulated in consultation with those people and a copy of the plan, in an accessible format, will be made available to them.

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