



Kings Copse Primary School

Accessibility Policy 2018

Rationale

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 pupils with disabilities, under Part 4 of the DDA:

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with disabilities in the three areas required by the planning duties in the DDA:

- increasing the extent to which pupils with disabilities can participate in the school curriculum;
- improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services; and
- improving the delivery to pupils with disabilities 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.

Principles

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and

The School endorses the key principles in the National Curriculum 2014 framework which underpin the development of a more inclusive curriculum:

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

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

Purposes

1. **Starting points**
 - 1a Vision and values
 - 1b Involvement
 - 1c Information gathering

2. **Main priorities**
 - 2a Access to the curriculum
 - 2b Improvement to the physical environment
 - 2c Information in different formats
3. **Making it happen**
 - 3a Implementation and action plans
 - 3b Publication and reporting
 - 3c Reviewing and revising the plan.

Guidelines

Starting points

1a Vision and values

Kings Copse Primary School has high ambitions for pupils with disabilities and expects them to participate and achieve in every aspect of school life.

The school will

- set suitable learning challenges respond to pupils diverse needs;
- overcome potential barriers to learning; and
- assessment for individuals and groups of pupils.

The school aims to identify and remove barriers to pupils with disabilities in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment

1b: Involvement

This will include

- The views and aspirations of disabled children.
- The views and aspirations of the parents of disabled children
- The views and aspirations of other disabled people or voluntary organisations.
- The priorities of the local authority.

1c: Information gathering from pupil data and school audit

Definition

The definition of 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”

About 7% of children under the age of 16 may have a disability.

Use of data

The school will use all available information and data to identify disabled individuals and use the data to support the accessibility plan.

Currently the data includes

- Entry details including parental information
- SEN audit Data collated on teaching staff
- School disability audit
- Advance information and consultation with Pre schools and Health Service to identify pupils with disabilities before they start school

Outcomes

- The school will also make detailed analysis of outcome data at the end of FSP and Key stage 1 to check the progress of these children
- Ensure these children are checked in lesson observations and Head teacher monitoring
- Check the achievements of disabled children in extracurricular activities
- Ensure the five Every Child Matters outcomes are integrated into the school.

2. Main priorities in the school's plan

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

- Continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- Ensure that teachers and LSA's have the necessary training to teach and support pupils with disabilities.
- Ensure the classrooms are optimally organised for pupils with disabilities
- Ensure all lessons provide opportunities for all pupils to achieve
- Check that all lessons are responsive to pupil diversity
- Provide that lessons involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all pupils are encouraged to take part in music, drama and physical activities.
- Check that staff recognise and allow for the mental effort expended by some pupils with disabilities i.e. lip reading for a deaf child, physical exercise for some disabled children.
- Ensure that all pupils and staff can effectively maximise the use of accessibility features built in to currently available technology.
- Monitor and exploit the potential of new and future developments in ICT as a means of addressing current barriers to participation.
- Provide staff, pupils and parents with the necessary skills and knowledge to create a positive attitude towards using technology as a tool for providing inclusive education.
- Check that school visits are open to all
- Provide high expectations of all pupils
- Seek to remove all barriers to learning and participation

2b: Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services:

- Take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.
- Check the layout of areas allow access for all pupils
- Ensure that wheelchairs can access the whole building
- Check that pathways around the school are logical and well signed
- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory.
- Provide décor and signage suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy
- ensure pathways of travel around the school site and parking arrangements are safe; routes are logical and well-signed
- Check that all areas are well lit
- Check to reduce background noise for hearing impaired children
- Ensure furniture is selected and located to suit all children

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

- Provide information in simple language, symbols, large print ,audio tape or Braille for pupils who have difficulty with standard forms of print
- Ensure information is presented in user friendly ways to pupils with disabilities when working in groups
- Provide written information in different formats as required
- Ensure staff are familiar with technology and practices to support pupils with disabilities.
- Check preferences expressed by the pupils or their parents

3: Making it happen

3a Implementation and action plans

In order to ensure that action is taken to meet the Accessibility plan priorities Kings Cope Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the will be met.

Welcoming and preparing for pupils with disabilities

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

In order to meet the needs of pupils with disabilities, the school requires full information. The school will ask prospective pupils to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has a statement of Special Educational Needs, the school will work with the Local Authority (LA) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Prospectus
- Disability Equality Scheme
- Equal Opportunities Policy
- Health and Safety Policy
- Special Educational Needs policy
- Child Protection policy

The Accessibility Plan and associated targets will be regularly monitored in order to assess the progress being made against the targets set. There will be a full review of the plan by the 1st May 2021 when a new plan will be produced to cover the next three years.

Action Plan

Item	Activity	Timescale	cost
Information on school site for disabled visitors	Update the school website to include information about the accessibility of the school and parking facilities	ASAP	N / A
Signs to direct visitors to main entrance	Following building works ensure that signs direct visitors to main entrance	In line with building works	To be discussed with designers and architects
Car Park	To add to website details on how visitors can call for assistance with parking	ASAP	N / A
Identifying main entrance	Following building works ensure that signs are installed to highlight main entrance to the school During building works, contractors to add signs to fencing	Sept '15 Nov '14	To be discussed with designers and architects

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

Targets	Strategies	Outcome	Timeframe	Goals achieved
Enable staff to increase their knowledge and understanding of the needs of disabled pupils and differentiate the curriculum accordingly.	Training of staff once pupils needs identified. Liaise with specialist teacher advisors for different range of needs that identified pupils have.	Staff confidence in providing appropriate teaching and support to fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	To be addressed with the arrival of new pupils.	
Specialist curriculum areas.	Consider the adaptation of specialist curriculum areas so that they are accessible to everyone.	All children will be able to access the different curriculum areas in the school.	Ongoing.	

Improving the physical environment of the school to increase access to education

Targets	Strategies	Outcome	Timeframe	Goals achieved
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<p>Review the signs that are in place for the identification of the main entrance</p>	<p>Following building works ensure that signs are installed to highlight main entrance to the school.</p> <p>During building works, contractors to add signs to fencing</p>	<p>Improve signage so that visitors can clearly identify the main entrance</p>		
<p>Outside Environment - playground area where grass is sloped.</p>	<p>Ensure wheelchair routes around the school are clear and accessible for pupils with mobility needs</p>	<p>Termly reviews and remediation as identified</p>		
<p>Health & Safety walks - review site for accessibility for pupils with disabilities</p>	<p>Termly reviews</p>			

Improving the delivery of information to disabled pupils, staff and visitors

Targets	Strategies	Outcome	Timeframe	Goals achieved
To ensure that disabled visitors are aware in advance of the lack of a car park	Prepare an access statement to include reference to the restricted car parking provision. Include suggestion that visitors with special access arrangements should contact the school in advance of their visit. Include this statement on website.	Highlight problem areas for disabled visitors so that they can take appropriate action.		
To ensure disabled visitors can gain access to the school	Ensure a statement on website and prospectus to advise disabled visitors to telephone ahead of visit to allow office staff to open gate for them. Office staff to enquire if visitors have any needs and advise disabled visitors to telephone ahead.	Office staff to open gates when necessary.		

