

Curdridge Primary School

Accessibility Plan Period covered by plan: 2013-2016

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 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 Scheme 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.

The school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents and users of the school.

1A: Vision and Values

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff.

Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

1B: Data and analysis of need

The Disability Discrimination Act 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 a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Attainment on entry to Curdrige Primary School shows a broad spread of ability, but is average overall. Two pupils have a Statement of Special Educational Needs. Following an audit of needs we have concluded that approximately 14% of our pupils would meet the above disability definition and at present no staff. We have several parents, siblings and grand-parents who would also meet this criteria.

Staff at the school have undertaken the following training:

- Teachers, office staff, LSAs, Lunchtime Supervisors and kitchen staff- First Aid training – (3 yearly)
- Update of epipen training – annual
- Emotional Literacy Support Assistant (ELSA) meetings and training- termly basis
- Child Protection Liaison Officer training – 2 yearly refresher
- Child Protection training for all staff – annual reminder with 3 yearly training
- The Headteacher and SENCO have undertaken CAF (Common Assessment Framework) training in spring term 2008

The attendance of all pupils and those with disabilities is monitored on a regular basis and where necessary contact is made with parents and discussions are begun with the Education Welfare Officer. No pupil with a disability has been excluded from the school.

Whilst recognising that the school site is not an easy site due to the steep rise in levels both inside and outside the building, the school has recently undergone substantial building work to include the following:

- Building of a new 2 classroom, shared area, library and group room extension. This has meant that all pupils are now educated and cared for under one roof.
- Easier access for wheelchair users in the infant department.
- Allocation of a place for a lift to give easier access from the junior to infant department.
- Complete refurbishment of the older part of the building. All decoration now conforms to guidelines in distinguishing doors and door frames etc.
- New flooring has been laid in the older building; this not only determines the slope area in the corridor but it now makes the entrance hall safer and easier to walk on.
- Replacement of an internal window with safety glass at the bottom of an internal slope.
- Improved security to the front and side entrance.

The Combined Action and Accessibility Plan attached to this Scheme details further planned improvements.

School trips are planned on the basis that all pupils are included. Risk assessments are completed for all pupils with a disability whether medical, physical, learning or behavioural.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. Further monitoring of recruitment, retention and career development in relation to staff needs to be undertaken.

The following policies have been reviewed by the Staff and Governing Body, to consider their impact on pupils, staff and parents with disabilities.

- Behaviour Code and the school rules – the school will monitor the amendments in light of children with disabilities.
- Anti-bullying.
- The procedures for administering first aid and recording of accidents in school – the school will monitor the number of incidents of individual pupils and act accordingly.

1C: Views of those consulted during the development of the Scheme

The priorities and actions highlighted in this Scheme have been informed by:

- Discussion with staff.
- Consultation with outside agencies.

2. Starting points

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

See Combined Action Plan and Accessibility Plan (Appendix 1).

The school will:

- evaluate the effectiveness of interventions and relative effectiveness;
- observe more lessons and sampling lesson planning, looking specifically at target groups of pupils (including those with disabilities) and reviewing assessment for learning;
- monitor the appropriateness of pupil groupings;
- monitor the deployment of Teaching Assistants.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

The PSHE Co-ordinator will review how well we are developing awareness of disability through the PSHE and Citizenship Curriculum, the assembly programme and through visiting speakers. Annually we raise money for a variety of charities. A programme of assembly themes will raise awareness and understanding of disabilities. (E.g. Canine Partners – dogs for the disabled)

2B: Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services

See Combined Action Plan and Accessibility Plan (Appendix 1).

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

See Combined Action Plan and Accessibility Plan (Appendix 1).

Admissions' Form filled in by parents/carers of new pupils has been amended to ask about access needs. Parents of new pupils will be made aware that they can request letters, newsletters etc in different formats (e.g. in Braille, in

simplified language, on audio-tape or video-tape, using a symbol system). At present all newsletters are available on the school web-site.

In addition various improvements are included in the Action Plan (see Appendix 1) in relation to improving signage (emergency procedures, internet safety, school rules, health and safety etc).

3. Making it happen

3A: Management, coordination and implementation

This Scheme will be reviewed annually by the Governors' Buildings Committee who will report to the full Governing Body annually during the Spring Term to inform budget planning for the new financial year. The update will include specific evidence of impact over the preceding twelve month period.

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Improvement Plan;
- Asset Management Plan;

3B: Getting hold of the Scheme

The Scheme is available in the following ways:

- A hard copy can be requested from the School Office
- The Scheme can be e-mailed upon request

Appendix 1: Disability Equality Scheme Action Plan & Access Plan

Curdridge Primary School

Date: 2013-2016

The Headteacher, staff and Governing Body are committed to ensuring that the school and its policies meet the needs of individuals and visitors to the school as set out in the SEN and Disability Act 2001 (extended the Disability Discrimination Act 1995 (DDA) to cover education) and in meeting its obligations will ensure the following:

- Access to the curriculum.
- Access to the wider curriculum.
- Ensuring policies consider the implications of disability access.
- Ensuring that the site meets the needs of the pupils, staff, parents and visitors.
- Promoting positive attitudes to disability.
- Making documents available in different formats as appropriate.
- Promoting equality of opportunity for staff.

In doing this, the Governing Body will review, as part of the full Governing Body meetings and committee meetings that these needs are addressed.