

SALTFORD CHURCH OF ENGLAND PRIMARY SCHOOL



Accessibility Policy March 2020

Legal Background

Saltford C of E Primary School has high expectations for all pupils and a commitment to pupils' full participation in school activities and community. Our Accessibility Plan is driven by the principles of equal opportunity as outlined in the Equality Act 2010. The 2010 Act replicates the need for schools to carry out accessibility planning for disabled pupils as required in previous Disability Discrimination legislation.

Aim

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Saltford C of E Primary School plans, over time, to ensure the accessibility of provision for all pupils, parents, carers, staff and visitors to the school and to ensure that we reduce and eliminate barriers to accessing the curriculum and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Introduction

At Saltford C of E Primary School we work hard to ensure that our ethos is such that, whatever the abilities and needs of members of our school community, everyone is equally valued and treated with respect. We provide all pupils with the opportunity to experience, understand and value diversity.

This accessibility policy and associated plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period.

The definition of disability is:

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.

Disability Discrimination Act 1995 (DDA)

The definition includes people with hearing or visual impairments, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, autistic spectrum disorder, downs syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (e.g. cancer survivors and people with a history of mental illness) they are covered by the legislation for the rest of their lives.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Principles

Compliance with the Disability Discrimination Act 1995 is consistent with the:

- School's aims, ethos and values
- Inclusion policy

We recognise that we have a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:

- discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
- treat disabled pupils less favourably

Governors and staff, while performing their duties, will have regard to the Disability Rights Commission Code of Practice (2002).

We work with parents and carers to ensure the full needs of each individual child are met as we value parents' and carers' knowledge of their child's disability and its effect on their ability to carry out normal activities. We respect the individual's right to confidentiality.

We will provide all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils.

We endorse the key principles in the early years foundation stage and national curriculum which underpins the development of a more inclusive curriculum by:

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

Accessibility planning

An Accessibility Plan will be drawn up to cover a three year period. The plan will be revisited annually.

The Accessibility Plan will contain relevant actions to:

- improve access to the physical environment of the school, adding specialist facilities as necessary (this covers reasonable adjustments to the physical environment of the school and physical aids to access education)
- increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils (if a school fails to do this they are in breach of the DDA); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits as well as the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
- improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents, carers and visitors with disabilities; the information should be made available in various preferred formats within a reasonable time frame.

Our accessibility plan relates to the access audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first accessibility plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new accessibility plan for the following period.

We have identified the following points of action as the main focus of our accessibility plan:

- The delivery of our curriculum
- The physical environment of our school building

Information from pupil data and school audit

a) The SEN Code of Practice gives four main areas of need:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and /or physical

These needs include a range of language difficulties including speech and language difficulties and dyslexia as well as dyspraxia, autism, hearing impairment and emotional and behaviour difficulties. Children with disabilities involving medical needs such as severe allergies and specific medical needs e.g. asthma are registered on the Medical Needs Register.

- b) The school has two access points to the site which do not include the use of steps or stairs. One is the main entrance of the School, and the second is through the access gates next to Tiddlers Nursery.
- c) We have disabled toilets in the Year Six block and also in the new block.
- d) Access to Y6 block is slope via the field.
- e) All playground areas are securely walled or fenced off from surrounding roads, business yards and neighbouring houses. The playground can be accessed on level ground from all exit doors in the main building.
- f) There is a disabled parking space in the school car park. There is some on street parking close to the school, with double yellow lines directly outside the main entrance to the school.
- g) Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the field. We will review the provision of a visual alarm if the need arises. Our off site assembly point (Saltford Golf Club) also has a level access route.
- h) For children who need to work 1:1 or in a small group, the library and practical areas offer spaces for small group work, along with the rainbow room, music room and bug room, badger room and piano room. The hall is also available depending on other regular use.
- i) Furniture and equipment selected are age related and reflect the size and purpose of the location they are allocated to.

- j) All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included are included in productions, music, PE and class assemblies.
- k) School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.
- l) Teachers and teaching assistants attend SEN professional development training as appropriate to support specific needs. Teachers work closely with TAs to address pupils IEP targets and liaise with specialist and support services, as well as parents.
- m) Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- n) Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who have trouble reading or copying from the board are given printed copies of texts, or information is written down for them.
- o) The school's has a clear policy on the administration of medicines with staff trained to administer epi-pens and diabetic injections. There is a register of children with medical needs. There is a medical bay and a range of medical supplies.
- p) Photographs of children with specific medical needs, allergies, medical needs and SEN are displayed in the staff room. All staff are informed of these children on an ongoing basis.
- q) Epi-pens, insulin and inhalers are always taken on visits / trips out of school. All staff are first aid trained.

The main priorities in the school's plan:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This plan should be read alongside:

- Administration of Medicine Policy
- Long term planning overviews
- Curriculum teaching and learning policy and guidelines
- Assessment policy and guidelines
- The Inclusion Policy

Delivery of our curriculum

At Saltford C of E Primary School, we have developed an approach to deliver the early years foundation stage and national curriculum via prime learning challenges. These are designed in such a way that **all** children are able to access the full curriculum in an exciting and innovative manner so that they can fully use and apply their skills across a range of subjects.

Physical environment of the school

We have invested very heavily in the fabric of our school building over recent years. As a result, our school enables all children to access a much greater range of independent opportunities and activities.

Our school building is bright, clean and free of clutter so that the environment for high quality learning has been created for all children in all year groups. As a result, we have been able to meet the needs of a number of children with a wide range of disabilities so that they have been able to access the curriculum fully.

Implementation and monitoring of policy

The school's inclusion leader is responsible for leading the development and strategic direction of the school's accessibility policy.

The school accessibility plan will be monitored by the governing body and by Ofsted as part of their inspection cycle.

Saltford Primary School Accessibility Plan: Increasing access to the curriculum for disabled pupils

Target	Strategy	Outcome	Timeframe	Leadership
Continue to monitor the provision of technology to support specific learning needs	The school continually reviews and updates its technology provision to support a child's access to the curriculum	A range of hardware, software, apps, internet links etc. enable the child to make and celebrate progress	Continuous based on current research and support materials available. Included in ICT budget set annually	Technical Manager collate this target with the full support and input of all staff, parents and other professionals
Collate and continue to ensure our CPD programme fully embeds the staff's knowledge and understanding of the needs of pupils with disabilities and strategies to support them	Teaching, support staff and pupils are provided with quality CPD to help specific children to access the curriculum successfully	Identified children make rapid and sustained progress and enjoy their learning in a supportive environment Speech and Language Short term working memory Phonics Autism Attachment disorder Epi-pen training Sight Impairment	Continuous but with particular priority at the beginning of an academic year or when a new pupil joins the school	SENCO, class teachers, parents and other supporting adults and agencies as the need is identified
Develop specific and practical guidelines to ensure classrooms are organised to promote the participation and independence of all pupils	Visual timetables; learning aids e.g. word mats; calming box; learning breaks Develop a checklist of essentials and specifics e.g. to support ASD	Children feel safe and know routines All classrooms follow 'disability friendly' guidelines	Continuous depending on progress made at point of review.	All teaching staff and support staff

Target	Strategy	Outcome	Timeframe	Leadership
Learning targets give the learner short and achievable steps towards an overall goal.	Review the content IEP's and the involvement of key professionals to ensure the targets are SMART and implemented throughout the school day and across the curriculum	Children make relevant progress in response to accurately set targets	Updated as new information is received; at review meeting or an annual review	SENDCo, class teacher, external agencies and parents
Outside agency reports are reflected in the IEP (Individual Education Plan)	All relevant staff are included in the review of external agency reports and implement actions and suggested targets.	Children make relevant progress in response to accurately set targets	Updated as new information is received; at review meeting or an annual review	SENDCo
Accurate register of medical needs is continually updated and strategies in place where needed	Office Manager updates the register and Inclusion Manager plan strategies for access including informing other adults working with the class including supply teachers. Inclusion Manager, alongside class teachers write a care plan when required. Information file available for supply teachers	A child's progress and access to the curriculum and the wider opportunities available are not hindered by any identified medical need. A child is protected from further harm or extended illness	Continuous but with particular priority at the beginning of an academic year or when a new pupil joins the school	Office Manager, Inclusion Manager and Class Teachers SLT to develop guide contents for visiting adults information folder for each class
Children with disabilities engage in extra- curricular clubs and activities	Tracking of involvement: PP: ES SEND: DS Medical: DS	All children with disabilities take part in at least one extracurricular activity or club or have an interest they pursue outside school	Tracked at the beginning of each odd term and when whole school events take place	PP: ES SEN: GG Medical: GG

Saltford Primary School Accessibility Plan: Improving the delivery of written information to disabled pupils

Target	Strategy	Outcome	Timeframe	Leadership
All pupils can learn independently	Appropriately adapted and supportive written information is prepared for disabled pupils to operate independently in all lessons. Word mats; SMART targets; well-structured cues	Children can access the curriculum as independently as possible.	Continuous but linked to PEP review for specific advice on the support currently needed	SENDCo, class teachers, support staff, outside agencies
The learning environment supports pupils learning	(i) Appropriate cues, reminders, daily and weekly plans and key vocabulary are evident in all learning areas around the school and independently accessed by disabled pupils (ii) Copies of the content on the IWB are given to identified children (iii) vary the background colour of the IWB to establish the best colours for all children	Support in the learning environment responds to general support strategies and to specifics for named disabilities e.g. dyslexia, ASD, short term working memory The child has access to the written information near at hand The white background is not a hindrance to accessing the information on the IWB	Continuous but highlighted at the beginning of an academic year or when a new child joins the class	SENDCo, class teacher, support staff and outside agencies

Salford Primary School Accessibility Plan: general capital improvements

Target	Strategy	Outcome	Timeframe	Leadership
To have an additional disabled toilet in the main block.	Improved access to disabled toilet facilities.	Conversion of male toilet outside Class JSB into an additional disabled toilet.	Finished by Sept 2020	Funded centrally
To have a new medical bay in the main block.	Improved facilities for medical care.	Children requiring access to changing facilities and tube feeding etc have the privacy they require for these procedures.	Finished by Sept 2020	Funded centrally
To have additional disabled parking bays	Explore opportunities to create a new parking area off Manor Road.	Additional disabled car parking bays created in this area.	Funding dependent	WMAT / capital