



Dedicated to Excellence

Ox Close Primary School

Accessibility Plan

2019 - 2022



SECTION ONE: INTRODUCTIONS AND AIMS

MISSION STATEMENT

Our school aims to consider the individual needs of its pupils by delivering a broad, balanced differentiated and relevant curriculum. Each child is considered as a whole person developing skills, concepts and attitudes necessary for the opportunities and experiences of the future. We aim to prepare children to reach their full potential as responsible citizens. Our school aspires to value everyone associated with it, irrespective of age, position, race, gender, background or ability. We endeavour to motivate, support and inspire personal, spiritual, emotional and educational growth in a safe and secure environment. We aim to unite, parents, pupils, governors, staff, LA and the local community, through agreed school policies, which aim to deliver a quality educational service.

In this Accessibility action plan we will outline how we can promote accessibility for all disabled pupils, staff, parents, governors and visitors to our school. This is also supported in our Disability Equality scheme, SEND policy, Health and Safety policy and other Equal Opportunity policies.

SECTION TWO: BACKGROUND

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This plan sets out the proposals of Ox Close Primary School to ensure our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:

- ✓ We do not to treat disabled pupils less favourably for a reason related to their disability.
- ✓ We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- ✓ We will plan to increase access to education for disabled pupils.
- ✓ We do not discriminate against anyone as explained in the DDA, 1995.
- ✓ We do not allow any form of harassment of people with a disability.
- ✓ We will promote positive attitudes towards anyone living with a disability.
- ✓ We will remove barriers which may discourage disabled people from playing a full part in the life of our school.
- ✓ We will encourage full participation by everyone in our school activities.

Our accessibility action plan is resourced, implemented, reviewed and updated annually. However, it will be updated every 3 years or when changes of legislation necessitate a change.

SECTION THREE – DEFINITIONS OF DISABILITY

A person has a disability if he or she has a physical or mental impairment that is:

- Substantial
- Long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

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 such as:

- Dyslexia
- Autism
- Speech and language impairments
- ADHD

An impairment does not in itself mean 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.

Activities such as:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing and eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence.

Disability information will be audited by type:

- Physical Impairment
- Sensory Impairment
- Learning Difficulty
- Medical Condition
- Social, Emotional and Behavioural Difficulties
- Speech and Language

SECTION FOUR – PRINCIPLES

- Compliance with the above-mentioned legislation is consistent with the school's aims, Equal Opportunities Policy, Teaching and Learning policy and the operation of the school's Special Educational Needs and Disability (SEND) Policy
- The LA admissions policy applies to our school, which does not discriminate a disabled child
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- When recruiting staff disabled people will not be discriminated against
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum 2014, underpinning the development of a more inclusive curriculum:
 - Setting suitable learning activities
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils
 - By ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting young people and adults with disabilities.

SECTION FIVE – HOW WILL INFORMATION BE GATHERED?

Information about the needs of disabled people will be gathered through:

- Pupil admission information
- Parental questionnaire
- SIMS data
- SEND 'Plan, Do, Review' cycle reviews/EHC Plans
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies
- Transition meetings with Nurseries or other Schools

Achievements of disabled people will be gathered through:

- Data analysis
- Records of achievement
- Celebration assemblies, certificates, letters home, etc.

SECTION SIX – PRIORITIES OF SCHOOL ACCESSIBILITY PLAN

- ✓ Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum.
- ✓ Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs.
- ✓ Improve the accessibility of written information to disabled pupils, young people and adults.

SECTION SEVEN – MAKING IT HAPPEN

- Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- Children have individual learning targets, closely monitored and regularly reviewed
- All staff have regular CPD which leads to a good understanding of the needs of disabled pupils
- Analysis of value-added figures allows us to measure the impact of intervention and support strategies for children on the Disability Register (DR)
- Teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities
- SEND register is kept up to date
- Appropriate and specific intervention programmes for pupils with SEND
- SEND 'Plan, Do, Review' cycles are in place
- Advice is sought from SEN & Disability Support Service (SEND) Advisory Teacher, Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'.

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to:

- (a) The building and grounds:
 - Structured and supportive playtime and lunchtime activities such playground buddies
 - Ensuring all adjustments to current buildings are DDA compliant
 - Denote hazards for the visually impaired
 - Flexibility of seating arrangements to suit need

(b) Teaching and Learning:

- We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- Academic progress is monitored and 'value added' considered
- Additional support (small group or 1:1) will be provided if required and part of intervention, medical care plan or EHC plan
- Individual targets and 'Plan, Do, Review' cycles ensure aptness of teaching and learning strategies
- Targets will be monitored regularly
- Targets and progress towards them will be reported to parents regularly
- Using RAISE ONLINE, Classroom monitor and monitoring in school by senior staff, we are able to track and analyse the achievement of all our pupils.
- Review of policies in school is ongoing, including updates to the Anti-bullying and PSHE & Citizenship policies
- The school website has details our Local Offer for pupils with SEND and has links to the LAA Local Offer

(c) Communication Methods:

- Use of interactive whiteboards
- Use of ICT resources by pupils
- Visual timetables for some pupils
- Newsletters to parents
- Diary and news pages on the school website
- Informal discussions with parents
- Telephone messages and conversations with parents
- Text messaging
- Most information is available electronically and can be converted to other appropriate formats

The effectiveness of these adjustments will be monitored regularly and the opinions of a 'working party' and disabled stakeholders canvassed. Feedback will come from:

- Pupil interviews
- Children's Leadership Team
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the school
- Outside Agencies (Including SEND team)
-

Monitoring and Impact Assessments

The Governing Body will review the Action Plan annually during the Spring Term. We will measure the impact of any changes or initiatives on the quality of school life in its widest sense for those pupils on our disability register.

This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:

- Pupils interviews
- Increasing staff awareness
- Parental questionnaires
- Analysis of assessment data

The action plan will be evaluated and updated annually.

The disability register (Appendix B) will be updated as and when necessary.

The school census (Appendix C) will be updated annually.

Formal review of the scheme will take place after three years (2018).

The school will report on the scheme annually.

The scheme will be reviewed and revised as necessary (and on a three-year cycle).

APPENDIX ONE
ACCESSIBILITY ACTION PLAN 2019 - 2022

PRIORITY ONE: To increase the extent to which disabled pupils, young people and adults can participate in the school curriculum.	ACTIVITY	RESPONSIBLE	TIMESCALE	OUTCOME
	Review school resources to check that they are accessible for pupils with physical, hearing or visual disabilities.	Subject Leaders	Annual Audit Review	
	Include information and key statutory documents with regard to SEND/ Disability/Equality on school website/learning platform	Executive Headteacher, Head of School and SENDCO	Annually	
	Include aspects of Disability Equality in school assemblies and worship	EHT in conjunction with all staff	Ongoing	
	Increase awareness of and positive attitudes towards disability through the curriculum	All teachers	Ongoing	
	Conduct audit of the physical environment of the school and make recommendations for any necessary actions.	EHT alongside members of the SLT	Termly Learning Walks	
	Review school text books and reading books and when possible ensure current and future purchases promote disabled people positively and equally to those without disability	English Subject Leaders	Annually	
	Review of other linked policies: SEN, Health and Safety, Equal Opportunities, Ant-bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, Transfer of Medical information	All Staff and Governors	Annually	
Ensure staff are fully briefed and up to date with DES and AAP and that it is added to induction training of new staff	EHT	Ongoing		

PRIORITY TWO: To improve the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs.	ACTIVITY	RESPONSIBLE	TIMESCALE	OUTCOME
	Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school.	EHT & Health and Safety Governor	Annual (October)	
	Consider as part of the audit the provision of ramps, lifts and improvements to doorways; the provision of furniture and apparatus to improve access.	EHT & Governors	On -going according to development	
	Plan for and act on the recommendations from the Accessibility audit and annual premises audit, as far as possible and reasonable within the school's budget.	EHT, Health & Safety Governor & Finance and Resources Committee	Annual (April – at time of Budget setting)	
	Ensure appropriate seating for those with disabilities is available for visitors, staff and pupils.	HT, SENCO, Caretaker	On-going	
	Ensure that corridors and all classrooms are free from fixed hazards/obstructions which would limit access for those with Physical and Visual disabilities: <ul style="list-style-type: none"> Physical – All classrooms to be accessible for all pupils/staff with disability at all times. Contrasting decoration/colours/textures used to identify hazards for those with visual impairment whenever areas are decorated 			

PRIORITY THREE: To improve the accessibility of written information to disabled pupils, young people and adults.	ACTIVITY	RESPONSIBLE	TIMESCALE	OUTCOME
	Collect views of pupils on disability register through pupil interviews. These are to be shared via the school website.	SENDCO	Annual	
	Send out/collect in questionnaires to parents Annual general survey and separately to parents of SEND pupils prior to SEN review meetings.	SENDCO	Annual	
	Collect views of disabled users of school with specific focus on reading letters and information sent home. Direct contact with known parents.	All staff	Ongoing	
	Keep staff updated in terms of information sharing, training and collection of their views.	All staff	Ongoing	
	Discussion with parents and pupils at Parent's Consultation Evenings - 'Plan, Do, and Review' cycle reviews, etc.	SENDCO and Class Teachers	Ongoing	
	Consideration of collected stakeholders' views.	Executive Headteacher	Annual	

	ACTIVITY	RESPONSIBLE	TIMESCALE	OUTCOME
PRIORITY FOUR: Access to information.	Establish and update Disability Register. (Pupils and staff)	Executive Headteacher	Annual	
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc; look at ways of reducing communication barriers for those with visual impairment or dyslexia.	Executive Headteacher and SENCO	Ongoing	
	Analyse school performance data for all groups and present results/actions arising to whole staff & Governors; place on school website for parents & community.	Executive Headteacher and Head of School	Ongoing	
	Half-termly Progress Meetings, where needs, issues and performance of pupils on DR are discussed	Executive Headteacher and Head of School	Ongoing	
	Create class file with basic medical information for visiting/supply teachers (in Registers). Passed on and discussed with new teacher at the beginning of a new school year.	Admin Team	Ongoing	