

Accessibility Plan 2018-2020

Committee Name:	Full Governing Body
Date of Approval:	February 2018
Validity Date:	February 2018-2020, Action plan to be updated annually (2019)
Person responsible:	Head Teacher

This policy works in partnership with the Admissions Policy, SEN Policy and Disability Policy.

St Saviour's C. of E. Primary School was founded by and is part of the London Diocesan Board for Schools (LDBS).

The school is to be conducted as a Church of England school in accordance with Canon Law and the teachings of the Anglican Church and in accordance with the Diocese of London. At all times, the school is to serve as a witness for the Christian Faith in Our Lord Jesus Christ.

1. Introduction and aims:

We at St. Saviour's C.E Primary School believe in providing every opportunity to develop pupils' to their full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability. We offer some wheelchair access and disabled toilet facilities.

In this scheme we will outline how we can promote disability equality for all disabled pupils, staff, parents, governors and visitors to our school. We also have a duty to publish our Disability Equality Scheme and Accessibility Action Plan which explains how we are doing this now, and what we plan to do over the next three years.

2. 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 the Governing Body of St. Saviour's Church of England 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 revised annually. Attached is a set of action points showing how the school will address the priorities identified in the plan.

3. Definitions of disability:

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

- ❖ Substantial
- ❖ Long-term and
- ❖ Has an adverse effect on his/her ability to carry out normal every day activities

A fuller set of definitions can be in our Disability Policy (located in the School office)

The school's disability register can be found in **Appendix B**

A census showing categories and numbers of pupils with disabilities in our school can be found in **Appendix C**

4. Principles:

- ❖ Compliance with the above-mentioned legislation is consistent with the school's aims, Equal Opportunities Policy and the operation of the school's Special Educational Needs (SEN) Policy and Disability Offer.
- ❖ As an admissions authority our admissions policy applies which does not discriminate a disabled child (see Admissions policy).
- ❖ 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 New Curriculum (2014), underpinning 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
 - by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities

5. Purpose and direction of the school's plan:

St. Saviour's Church of England Primary School's Disability Equality Scheme (DES) and Accessibility Action Plan (AAP) aim to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

6. Information from pupil data and school audit:

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

- ❖ Pupil admission information
- ❖ SIMS data
- ❖ SEN reviews/statements
- ❖ Recruitment process
- ❖ Discussion with relevant medical professionals and other outside support agencies

Achievements of disabled people will be gathered through:

- ❖ Data analysis (progress made and value added scores)
- ❖ Records of achievement
- ❖ Celebration assemblies, certificates, letters home, etc.

This information is stored in the Deputy Headteacher's Office.

Information is gathered as part of the school's self-evaluation process and Assessment for Learning Strategies and is used to inform future plans and schemes.

7. Views of those consulted during the development of the plan:

To ensure St. Saviour's is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we have consulted those who have an understanding of different disabilities and the barriers they present.

- ❖ Pupils with and without a disability (via School Council)
- ❖ Parents of pupils who have a disability (via School Council)
- ❖ Staff
- ❖ Governors
- ❖ Members of our community with relevant experience
- ❖ Local Special Schools and Outreach Teams

See Appendix A

Our consultation included questions about barriers to learning and full involvement in school life. We discussed:

- ❖ Movement around the building and grounds easily and confidently
- ❖ Having equal opportunity to access lessons and other activities
- ❖ How we could improve communication between home and school
- ❖ How we could raise awareness of the scheme and the issues addressed so that all members of the school community could be more proactive in including disabled people in every aspect of school life

8. The main priorities in the school's 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

9. Making it happen:

Audit, management, implementation and monitoring

Audit of provision, 2018

- ❖ 2016 - Achieved Healthy School's Status, enhanced
- ❖ 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 are trained in Assessment for Learning and this continues to be developed and updated
- ❖ When appropriate - 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
- ❖ SEN register is kept up to date as well as our SEN Monitoring List
- ❖ Appropriate and specific intervention programmes for pupils with SEN are tracked and closely monitored to ensure value for money and effective impact.
- ❖ Educational Health Care Plans (EHCPs) are created and reviewed with parents, SENCo and Class Teacher.
- ❖ Advice is sought from SEN Support Service, Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'
- ❖ Data shows that SEN children make good progress across the school.

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) Building and grounds:

- ❖ Structured and supportive playtime and lunchtime activities are available such as Arts Room activities, Reading Club, ICT Club, Sports Equipment and Adult led games.
- ❖ Ensuring all adjustments to current buildings are DDA compliant
- ❖ Denote hazards for the visually impaired
- ❖ Flexibility of seating arrangements to suit need

(b) Learning and teaching:

- ❖ 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 where possible
- ❖ Individual targets and EHCPs ensure aptness of teaching and learning strategies
- ❖ Targets will be monitored regularly and reviewed with parents, class teacher and SENCo
- ❖ Targets and progress towards them will be reported to parents regularly
- ❖ Using Analyse School Performance (ASP – Raise Replacement) and SIMs Data Tracking, staff are able to track and analyse the achievement of all our pupils
- ❖ All policies are regularly reviewed by nominated committees
- ❖ The school is looking into re-applying for Healthy Schools Enhanced Status.

(c) Communication methods

- ❖ Use of interactive whiteboards
- ❖ Use of ICT resources by pupils
- ❖ Visual timetables for some pupils
- ❖ Newsletters to parents
- ❖ Parent App (ParentMail)
- ❖ School Website
- ❖ Weekly class chit chat email
- ❖ Informal discussions with parents
- ❖ Telephone messages and conversations with parents
- ❖ Most information is available electronically and can be converted to other appropriate formats
- ❖ 3 x per year SSP review meetings with parents, class teacher and SENCo.

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

- ❖ Pupil interviews
- ❖ School Council
- ❖ Parental questionnaires
- ❖ Staff opinions (teaching and non-teaching)
- ❖ Governors
- ❖ Other visitors and users of the school
- ❖ Outside Agencies

Monitoring and Impact Assessments

The action plan will be evaluated and updated annually.

The disability register will be updated as and when necessary.

The school census will be updated annually.

Formal review of the scheme will take place after three years (February 2021)

- ❖ The impact of all school policies and practices on disability equality will be assessed at the time of review with the Governing Body and a review group which will include pupils with a disability.
- ❖ The school will report on the scheme annually
- ❖ The scheme will be reviewed and revised as necessary (and on a three-year cycle)

Getting hold of the school’s plan

- ❖ The scheme will be available on the school website and hard copies produced on request at the school office.

ACTION PLAN FOR DISABILITY EQUALITY SCHEME
February 2018 – February 2020 (To be reviewed annually)

	Activity/resources	Responsible	Timescale	Outcome
Collecting views to inform scheme	Collect views of pupils on disability register through pupil questionnaires	CR	Ongoing	Questionnaires to be completed before July 2019
	Keep staff updated in terms of information sharing, training and collection of their views;	CR	Ongoing, beginning February 2018	
	Discussion with parents and pupils at Parent’s Evenings, SSP reviews, etc.	All staff	Ongoing.	
Premises and Environment	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	LH- report findings to Resources Committee	Ongoing	
	Consider as part of the audit the provision of ramps, lifts and improvements to doorways; the provision of furniture and apparatus to improve access.	LH/LW- report findings to Resources Committee	Annually reviewed (also dependent on intake)	
	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school’s budget. (Further actions to be developed following audit).	LH/LW- report findings to Resources Committee	Ongoing	
	LH to explore possibility of adding ramp to back playground to increase disabled access	LH- report findings to Resources Committee	Ongoing	

	Activity	Responsible	Timescale	Outcome
Policies and initiatives	Behaviour Policy Review	All staff, School Council, Achievement and Standards Committee	February 2020	Policy reviewed in February 2018
	Include aspects of Disability Equality in school assemblies and worship	LW, TS, VN	Ongoing	Assembly themes based on LDDBS Calendar and values each week.
	Increase awareness of and positive attitudes towards disability through the curriculum	All teachers and TAs	Ongoing	
	Conduct audit of the physical environment of the school and make recommendations for any necessary actions	LH	Autumn Term Annually	
	Review of other linked policies: SEN, Health and Safety, Equal Opportunities, Anti-bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, Transfer of Medical information;	Staff and Governors	As required- see policy timetable	Policies are updated on a termly basis
	Ensure staff are fully briefed and up to date with any disability information and that it is added to induction training of new staff	All staff	Ongoing	

Using Data to develop	Activity	Responsible	Timescale	Outcome
	Update Disability Register. (Pupils and staff) (linked to the SEN Register List)	CR	3 x per year	
	Further support staff in using the Disability Register to monitor children's progress using SIMS Data Tracking	CR, VN and all staff	Ongoing 3 x per year	
	Whole staff to analyse the Disability Register in terms of <ul style="list-style-type: none"> ❖ Attendance ❖ Exclusions ❖ Academic Performance Report findings to SMT	CR all staff	September and January annually	
	During Progress Meetings, discuss needs and issues and performance of pupils on DR are discussed	LW, VN, CR, All Staff	Ongoing, 3x per year	

Access to the Curriculum	Activity	Responsible	Timescale	Outcome
	Work with School Nurse to provide further access for children with physical needs, particularly with horse riding lessons, the need for Occupational Therapy	LW, CR	Liaise with School Nurse as and when required (email/visits into school)	
	Share good practice relating to disability issues and data with local schools	All staff	Annually	
	Review of resources and ICT provision with consideration to suitability and development of pupils on DR	CR and All Staff	Annually and ongoing	
Audit of staff training needs	CR, All Staff	Spring 2018 (Performance Management meetings)		

