



# **Accessibility Plan**

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**Statutory Policy**

## **1.0 INTRODUCTION AND CONTEXT**

This Accessibility Plan supports our Equality Policy (October 2011). The policy itself is the statement of our commitment to providing equality of opportunity according to needs to all our stakeholders and to eliminate all forms of discrimination and harassment within the school community, including those areas for which we have responsibility in law.

At Northwood Park Primary School, we have a statutory duty to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Equality Act 2010.

### **Our school's accessibility plans are aimed at:**

- (a) increasing the extent to which disabled pupils can participate in the curriculum;
- (b) improving the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- (c) improving the availability of accessible information to disabled pupils.

We recognise the need to provide adequate resources for implementing plans, and review them on a regular basis.

## **2.0 DEFINITION OF DISABILITY**

The Disability Discrimination Act 1995 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'.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more of the following: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis.

Individuals with a mental illness no longer have to demonstrate that it is 'clinically well-recognised'; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

## **3.0 DISABLED CHILDREN – OUR VISION AND ETHOS**

At Northwood Park Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

We recognise that certain disabilities, such as mental health issues, ADHD and autism may not be initially easily recognisable by members of our school community and we will raise awareness of this. We will not tolerate harassment of disabled people with any form of impairment. Our accessibility plan is designed to support this vision and ethos.

## **4.0 KEY AREAS COVERED BY OUR ACCESSIBILITY PLANS**

Our plan addresses the following 3 key areas:

- (a) improving access to our school's physical environment;
- (b) improving access to the curriculum, benefits, facilities and services (the whole life of the school), and
- (c) improving access to information usually provided in written form.

## A – ACCESS TO THE PHYSICAL ENVIRONMENT

Reference	Target	Intervention	By whom, and by when	Success criteria
1.	All areas of the school premises can be accessed by children and staff with reduced mobility.	Construction of a ramps so that all areas of school are accessible.	September 2013	Children and staff using wheel chairs can access all areas of the school premises.
2.	Parents with disabled children can bring them to school easily.	Allocation of parking spaces to parents with disabled children.	Places will be allocated for disabled users as necessary.	Qualitative data and surveys show that parents feel comfortable that their needs and those of their disabled child are being met.
3.	Staff are confident in dealing with the particular needs of disabled children.	Educational Health and Care Plans are in place, and are understood by staff. Annual review system in place: any physical access needs assessed and actioned.	Inclusion Manager - Care Plans reviewed annually in June. Any physical needs are reviewed in September at the start of the new academic year. This includes: physical access, as well as the storage of medication retained on site for long term, chronic conditions.	Disabled children are getting the care and support they need.
4.	Disabled children have access to specialised equipment.	Audit of SEN resources-gaps noted and appropriate equipment purchased. Writing claws, picture dictionaries, sequencing stories, reading books for KS2 children on intervention.	Inclusion Manager - annually Inclusion Manager – autumn 2013.	Teachers and children have access to the specialist tools they need, enabling disabled children to make good progress.
5.	Disabled children can access a range of equipment in the playground.	Play equipment available is accessible to all children, including those with disabilities.	Ongoing	The equipment in the playground meets the needs of all children. Qualitative data indicates that all children are accessing equipment in the play areas.

## B – ACCESS TO THE CURRICULUM, BENEFITS, FACILITIES AND SERVICES

Reference	Target	Intervention	By whom, and by when	Success criteria
1.	All areas of the curriculum should be accessible to children, regardless of their disability. In cases where a planned activity is not accessible, a suitable alternative should be offered.	Teachers and support staff are aware of the full programme of courses available re supporting children with special needs. Cover is available, enabling staff to attend these courses. Staff INSET focused on ensuring staff have knowledge of SEN at a local and national level, as well the support of SEN pupils at school. PE lessons are adapted so that disabled children are able to access this area of the curriculum.	Inclusion Manager, CPD Manager– from autumn 2013. Inclusion Manager - autumn 2013	Qualitative data indicates that teachers are confident in terms of alternative activities that can be offered to disabled children. Disabled children feel that they have access to all areas of the curriculum.
2.	Ensure that all staff are aware of the rights of disabled children re accessing the curriculum.	Staff INSET arranged to discuss (a) differentiation and (b) the rights of SEN children including national and local guidance.	Inclusion Manager - autumn 2013	Qualitative data indicates that staff are aware of the rights of disabled children, and that they have had training in this area.
3.	Tools routinely used in the classroom should be available – in adapted forms if necessary - to all children.	In consultation with teachers of individual children, specialist equipment is purchased to ensure that they can access the lessons.	The Inclusion Manager coordinates appropriate purchasing, as recommended by: individual teachers, as well as from advisory teachers who support children in the following areas: dyslexia, visual and hearing impairments, speech and language difficulties. Ongoing.	Qualitative data indicates that teachers are confident in terms of equipment they can access to support the learning of disabled children. Parents report that children have access to such equipment.

4.	Disabled children are able to participate in lessons.	Lesson observations to look at the participation of disabled children.	Senior Leaders	Lesson observations indicate participation of disabled children.
5.	Disabled children are able to participate in educational visits.	Educational Visits Co-ordinator to review provision and check suitability of planned visits for disabled children. Detailed risk assessments are undertaken before the planned visit. An adapted programme is available for disabled children, supported by the deployment of additional staff.	Policy approved by Governors  Inclusion Manager, Educational Visits Co-ordinator, class teachers, parents. Ongoing.	Records held by the EVC (Educational Visits Co-ordinator) indicate that disabled children are able to participate in most educational visits. Records indicate that specific provisions have been made to allow disabled children to participate.
6.	The PE Curriculum is accessible to disabled children	Undertake an audit of the PE curriculum, and seek recommendations for adaptations. 1:1 staff work with children in PE classes where required, enabling them to access the adapted lesson plans.	PE staff, Inclusion Manager, class teachers, SEN support staff. Ongoing.	Disabled children are able to participate in many of the PE activities provided at school, working to an adapted programme where applicable.
7.	Disabled children have the support they need to succeed in place, which is often provided by external agencies.	Various external agencies work closely with our school, in order to support disabled children.	External teachers support when necessary. All packages of support are co-ordinated and overseen by the Inclusion Manager. Ongoing.	Specialist support from beyond the school staff complement, are in school regularly, improving the outcomes for disabled children.

8.	Children with ongoing, complex medical needs are able to attend school regularly.	A comprehensive Administration of Medicines Policy is in place, with associated management procedures.	Inclusion Manager, school nurse, Health and Safety Manager. Spring 2014	Staff understand the range of possible medical needs, and the procedures to follow. Specific identified staff have been trained accordingly.
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### C – ACCESS TO INFORMATION USUALLY PROVIDED IN WRITTEN FORM

Reference	Target	Intervention	By whom, and by when	Success criteria
1.	Disabled children are appropriately supported in their learning.	The procurement and purchase of suitable technology and other equipment	Inclusion Manager, ICT Manager, class teachers– autumn 2013.	Disabled children make good progress, facilitated by the use of their specialist equipment.
2.	Signage and displays around the school premises can be seen by disabled children.	SEN board in use in the school, where displays are updated in line with general school displays. In addition, the sensory room contains displays.	Inclusion Manager, supported by an allocated member of the SEN support staff. Ongoing.	SEN board can be accessed by disabled children. Inclusion Manager schedules learning walks, that include an audit of display areas.
3.	Children who are unable to access information in the school setting, despite a number of specialist interventions, are properly provided for by the Council.	Local Authority Special Needs Section assesses these children, enabling them to be transferred to appropriate settings.	Inclusion Manager, SIPS workers, MAST, As and when required.	Children whose needs cannot be met at school are transferred as appropriate, resulting in the best possible
4.	Disabled children understand the class timetables and can access them.	Timetabling is accessible and best practice is shared – e.g. visual timetables, objects of reference (and other appropriate aids).	Inclusion Manager, class teachers. Autumn 2013, and ongoing	Disabled children access the timetable, and are thus able to adopt a more independent approach to their learning.