

## Accessibility Plan

### Introduction to cover period 2014-2017

The SEN and Disability Act 2001 extended the Disability Act 1995 (DDA) to cover education. Since September 2002, the Education Advisory Board has two 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; including educational visits.

This plan sets out the proposals of the Education Advisory Board 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.

It is a requirement that the schools accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### 1A. The purpose and direction of the School's Plan, Vision & Values.

The school has set the following priorities for the development of the vision and values that inform the plan:

- At The Parks Primary Academy we place great emphasis on valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest standards. The National Curriculum and Early Learning Goals are our starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We do this through overcoming potential barriers to learning and focusing on outcomes and assessment. We provide other curriculum opportunities outside The National Curriculum to meet the needs of individual or

groups of pupils and provide access to the life of the school for all pupils. (This includes speech and language therapy, nurture groups and mobility training).

- Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for all our pupils. We make this a reality through the attention we pay to the different groups in our school including disabled pupils.
- Some pupils in our school have disabilities and consequently require additional resources. The school is committed to providing an environment that allows these pupils full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and designated points of entry for our school also allow wheelchair access.
- Teachers modify teaching and learning as appropriate for these pupils. For example; they may give additional time to pupils with disabilities to complete certain activities and differentiate the tasks. In their planning teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.
- Teachers ensure that the work for these pupils takes account of their pace of learning and the equipment they use, takes account of the effort and concentration needed in oral work, or when using, for example; vision aids. Is adapted or offers alternative activities in those subjects where pupils are unable to manipulate tools or equipment, or use certain types of materials, allows opportunities for them to take part in educational visits and other activities linked to their studies and uses assessment techniques that reflect their individual needs and abilities.

### **School's Priorities**

Regularly review the appropriateness of the resources/equipment used, including support staff.

Monitor the activities undertaken in lunch-time and after school clubs.

Track groups/individual children using O-Track.

Review policies on equal opportunities inclusion etc...

### **1B. Information from pupil data and school audit**

The school has set the following priorities for the development of information and data to support the schools accessibility plan:

- At present our school population includes pupils with specific and moderate learning difficulties, asthma and certain allergies.
- The staffs have received advice from outside agencies. We also access training for staff as a particular need arises.
- We are a single storey school with no steps to allow access in to the school and class doors are wide enough for wheelchair access.
- We access equipment designed to support pupils with disabilities.
- We have two disabled toilets, one is an assisted toilet and an area designated for changing nappies.

- The staff continually review what they do by asking key questions “Do all our pupils achieve as much as they can?”, “Are there differences in the achievement of different groups of pupils?”, “How do the pupils themselves view their progress?”
- We are aware that the school’s future intake may include pupils with different disabilities and we have an extensive support network to different agencies that we can access if necessary.
- We have access to O-Track that enables us to track the progress of different groups of pupils.
- Lesson observations indicate that pupils with disabilities learn effectively alongside their peers.
- We use enlarged print and coloured acetates or paper to support a pupil with visual impairment.
- We track patterns of attendance and exclusion for all our pupils including pupils with disabilities and work closely with parents to monitor this.
- We have a policy for the administration of medicines.
- We support parents with the transition to special or secondary schools.

### **School’s Priorities**

Improve “Access” to Learning Environments (Including delivery of information within school).

### **1C. View of those consulted during the development of the plan**

The school has set the following priorities in respect of consultation on the plan:

- We spend a great deal of time listening to and working with the parents of our disabled pupils. Their views are always considered and acted on for the benefit of their children. Each year we work extensively with transition plans for our pupils. We are willing to accompany our parents to other schools and often use the “Inclusion Service” for those pupils giving concern.
- We listen carefully to the views of the pupils themselves and always involve them in reviews or meetings about their future.
- We strive to incorporate the views and aspirations of the disabled population in our local community in order to extend our provision to them. (For example volunteers in school, visitors to fairs or assemblies and other visitors to school).

### **School’s Priorities**

Consult LA and existing parents. Determine likelihood of receiving pupil with disabilities.

### **2A. Increasing the extent to which disabled pupils can participate in the school curriculum.**

The school has set the following overall priorities for increasing curriculum access:

- Learning support assistants target the pupils at the appropriate time and in a manner appropriate to the task in hand. They aim to maintain the pupils' independence.
- Additional training is provided as necessary according to the needs of the pupil and the needs of the teacher, support staff or in some cases parents and carers.
- Modified print and coloured overlays are provided to support pupils as necessary.
- We seek external agency support when planning for pupils and when choosing resources and strategies to enable them to access the curriculum.
- We undertake pre-visits to the site of forthcoming school trips in order to be ready to deal with any difficulties that may arise rather than leaving it to chance.
- We liaise with the lunch time supervisors in order that all pupils have full access to all activities and provision.

### **School's Priorities**

Regularly review the needs of the pupils with regards to resources and support.

## **2B. Improving the physical environment of the school, to increase the extent to which disabled pupils can take advantage of education and associated services.**

The school has set the following priorities for physical improvements to increase access:

- All our classroom entrances are wide enough for wheelchair access via a ramp.
- The school has designated areas for disabled parking close to the school entrances.
- We have a disabled toilet and designated changing facilities.
- Most of our classrooms have floor coverings that reflect concerns over acoustics (carpets).
- There is adequate signage to the school for disabled access and general information.
- We provide visual information for visual learners. For example, visual timetables for pupils with a range of disabilities who are in need of a concrete structure for their day.
- The staff may use their creativity with resources and adjust or manipulate them for pupils with disabilities.
- The staff seeks advice from the educational psychologist, outreach workers from special schools and staff in other settings who may have had experience of working with disabled pupils.

## **2C. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.**

The school has set the following priorities for providing information for disabled pupils:

- We provide enlarged print for a pupil with visual impairment.
- We use a symbol system for pupils with communication difficulties.
- We make notifications to ICT equipment.

### **Schools Priorities**

Review and Audit the delivery of information to disabled pupils.

### **3A. Management, co-ordination and implementation.**

The school has set the following priorities for the management, co-ordination and implementation of the accessibility plan:

- To review and update the school's Access Plan to comply with current legislation.
- To ensure that the plan meets the needs of all pupils and any pupils who may attend the school in the future.
- To review the plan to ensure that all staff are familiar with the needs of all disabled pupils and the training requirements.
- To ensure that any new staff are aware of the needs of all pupils in the school and relevant training is provided.
- To ensure that all staff, including support staff and administration staff are fully aware of the needs of any disabled pupils, staff, governor, parent/carer or visitor to the school.
- To ensure that the plan is consistent with, and takes account of other school policies, such as: Inclusion and S.E.N.

### **3B. Getting hold of the schools plan**

The school makes its accessibility plan available in the following ways:

- The Academy website
- Paper copy available on request

The school has set the following priorities for making its plan available:

- The Head of School will ensure that the plan is well set out, organised and easy to read.
- The Head of School and EAB will notify parents and carers on the availability of the plan.
- The plan can be made available in different formats e.g. enlarged print if required.

#### **4A. Duration, Review and Revision**

The plan is designed to cover a three year period but will be reviewed on an annual basis by the Head of School, EAB and S.E.N.C.O.

#### **4B. Evaluation**

At each Annual Review the plan will be evaluated to ensure it is meeting the needs of all pupils. The opinions of all stakeholders will be sought.

#### **4C. Support from within and beyond the school**

The school will regularly seek the support and advice of relevant outside agencies and meet the training needs of staff as required.

#### **5. Plan Implementation**

This plan will be annually monitored and reviewed to ensure that it is being implemented according to the timetable indicated. Additional areas identified may mean that the plan will be modified or updated during the 3 year period.