



Accessibility Plan 2019-2022

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three 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;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body 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 school's 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.

Date of Plan: May 2019 Review date: 2022

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘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.’

The purpose and direction of the school’s plan: vision and values

At Patcham Infant School and Nursery Class we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Patcham Infant School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Being fair in our school means that everyone gets what they need, not that everybody gets the same. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- highest attaining children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a range of children of all backgrounds, needs and abilities.

Whilst around 50% of children attend our Nursery, we also collect information from the Early Years settings, so that we are prepared for children who arrive in school at Reception.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The INCO has an overview of the needs of any pupils with a disability.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Pupils with a disability have access to extra-curricular activities.

Accessibility Plan: May 2019 – May 2022

Duty to pupils

	Target	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	Children with specific learning difficulties	Curriculum to be appropriately differentiated and LSA support provided.	All class teachers supported by INCo, LSA's and TA's	ongoing	Children are able to access the curriculum and achieve their individual targets	SEN Reviews each term Pupil Progress mtgs x 3 School tracking system
2	Children with SLCN	Use of Makaton, vis.timetables, IEP's based on advice from Sp. & L service (administered by LSA's)	All class teachers supported by INCo, LSA's and TA's	ongoing	Children are able to access the curriculum and achieve their individual targets	SEN reviews each term Pupil Progress mtgs x 3 School tracking system
3	Children with emotional or behavioural needs including ASC	LSA/INA support as appropriate, vis. Timetables, IEP's with advice from BHISS	All class teachers supported by INCo, LSA's and TA's Support from BHISS, wrap-around support	ongoing	Children are able to access the curriculum and achieve their individual targets and participate in group and whole class learning experiences	Regular reviews

4	Children with mobility difficulties	LSA/INA support as appropriate, use of lift/ramps to access school. IEP's based on advice from OT and other specialists.	All class teachers supported by INCo, LSA's and TA's	Ongoing	Children are able to access the curriculum and achieve their individual targets	SEN Reviews/Annual Reviews
5	Children with Hearing Impairment/Visual Impairment	LSA/INA support as appropriate, use of lift/ramps to access school. IEP's based on advice from Sensory Needs Service (SNS) BHISS Appropriate use of background colours on paper and IWB.	All class teachers supported by INCo, LSA's and TA's Resources from SNS	Ongoing	Children are able to access the curriculum and achieve their individual targets	SEN Reviews/Annual Reviews
6	Children with toileting issues	Changing facilities provided in the Accessibility Toilet, LSA's to change when necessary.	LSA/INA – disable toilets, step-ups, smaller toilet seats	ongoing	Children are able to access the curriculum and achieve their individual targets with minimum disruption	
7	Children with food allergies	School staff to liaise with parents to ensure appropriate diet is served. Needs communicated to all staff. Staff to have annual Epipen training from school nurse. Epipens stored with main school first aid equipment.	Headteacher, office staff, first aiders, class teachers and TA's	ongoing	Children make good physical progress with no allergic reactions.	First aid log
9	Children with asthma	Inhalers stored with main school first aid equipment. All first aiders trained to administer inhalers	First aiders	ongoing	Children are able to access the curriculum and achieve their individual targets with minimum disruption	First Aid log

Duty to Parents/carers and the wider community						
1	Visually impaired group	Ensure school environment is visually friendly.	Caretaker	Ongoing	Nose to all steps and stairs to be fully visible Hand rails on all stairs/steps.	Headteacher & caretaker
2	Visually impaired group	Variety of fonts available for all letters	Headteacher and office staff to ensure that the offer is made.	As and when necessary	VI parents/carers fully up to date with all school communication	Parents to be consulted
3	Physical disabled parents	Disabled parents to have access to the school car park and enter through the Windmill Playground entrance as required. School to ensure there are no obstructions on ramps and entrances School lift to be fully operational at all times and serviced annually	Headteacher & Caretaker Ramps to most school entrances	On-going	Disabled parents included in all school activities. Attendance will demonstrate this	Head Teacher SLT. SENCo.