

Ocker Hill Infant School Accessibility Plan 2018-2021

A definition of Inclusion

At Ocker Hill Infant school we ensure that we provide appropriate learning challenges for all pupils and respond to pupil's diverse needs. Within school there are pupils with a range of abilities from different cultures, religions and social backgrounds. Some of these pupils experience barriers to learning as a result of their disability, heritage, gender, special educational need, ethnicity, social group, race or culture.

In July 2015 we gained the Sandwell Inclusion Quality Mark at Enhanced level in all areas. Inspectors reported that:

'The Head teacher and Deputy/SENCO provide an exceptional standard of leadership and vision for the school which combines an open and nurturing ethos with the highest expectations and positive challenge for all – including themselves. Innovation and excellence are evidenced across the school. A strong, solution focused philosophy has created a dynamic, constantly developing learning environment where pupils, staff and parents feel safe, confident and encouraged to attempt new challenges and experience success.'

Introduction

The Equality Act 2010 states that schools

- Will not treat disabled pupils less favourably for a reason related to their disability.**
- Will make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage.**
- Will 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 identified by the planning duties in the Equality Act 2010

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

1. Starting points

1A vision and values

Through partnership with local communities Ocker Hill Infant School strives to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners. We will encourage all our learners, including those with a disability, to aspire to the highest learning standards, to become physically active, economically aware and to make a positive contribution to the wider world.

In order to enjoy and access a balanced, rigorous and inclusive curriculum where children can learn effectively the staff and governors aim to work with the wider community partners to

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum in order to cater for the needs of all children.
- Set high standards and targets for all pupils including those with a disability.
- Nurture an awareness of the need for a healthy lifestyle.
- Provide a safe and secure learning environment for all pupils.
- Foster lively enquiring, self motivating minds through challenging and diverse learning methods.
- Develop pupil collaboration and independent learning opportunities.
- Celebrate achievements as well as attainment of pupils.
- Promote positive attitudes and high self esteem in pupils to enable them to develop socially, morally and spiritually so that they can make right choices to stay safe.

The National Curriculum Requirements

The school will promote the requirements set out in the National Curriculum Inclusion Statement and ensure that all children are provided with access to all school activities whenever it is safe and expedient to do this.

The school has a focus on identifying and removing barriers in every aspect of school life to ensure that all make maximum progress. We currently have a Well Being team who work with children and parents to raise self esteem and offer support for emotional and social issues.

The school staff, governors and parents are invited to contribute to the development and reviews of the plan. This plan underlines the responsibility of all staff to remove barriers to learning for all pupils.

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

- **Update our vision and values in the light of discussions with all stakeholders (including pupils, parents, staff and governors) to extend opportunities for all.**
- **To provide appropriate induction for all new staff and governors.**
- **Ensure that all MSA's have had appropriate disability awareness training.**

1B Information from pupil data and school audit

The school population

- 22.7% Free School Meals
- 23.3% SEND
- 25.5% Medical needs
- 2.7% pupil mobility
- 73.3% white British ethnicity
- 13.3% Indian
- 11.6%all other
- 13.8% EAL
- 0.39% Disability
- 96.2% Attendance
- 16.6% SG

Though we have reached a 96.2% attendance level this will continue to be monitored and improved using our Attendance team and the Attendance Improvement Officer to work with vulnerable families. The target for the next year is 96.5%

The school deprivation indicator is higher than national average with some families living in over-crowded households.

The school currently has 1 child on the LAC register.

There have been one pupil exclusion.

There have been no pupils that were previously hard to place.

Physical access to the building

The school has wheel chair access at the main entrance, entrance to the dinner hall, school hall and nursery.

The school has PEEPs in place to ensure pupils can be evacuated safely.

The school has toilet facilities for adult wheel chair users.

Other entrances do not have wheel chair access due to steps.

The field does not have wheel chair access.

The school has facilities for sound enhancement for those with hearing impairment via a hearing loop.

The school does not have touch notices for those with visual impairment.

The school does not currently need to have labels in Braille for children with visual impairment.

However, there are staff highly trained in reading and typing Braille if the need arises.

Disabled pupil presence, participation and achievement

The school has a few children with disabilities ranging from: visual impairment, hearing impairment, mobility needs, food allergies, eczema, diabetes, epilepsy and autism.

All pupils have been included in all areas of the curriculum. Extra support is in place if needed.

What does the school do?

The schools seeks advice from education and health support services in order to ensure that all pupils can access the school curriculum, school visits, after school clubs.

Staff are trained in the use of Braille and resources adapted when required.

Staff are trained in the use of an hearing aid.

Staff have been trained to administer insulin, test bloods and care for children with epilepsy, asthma and food allergies.

Care plans are in place for children with allergies, diabetes and epilepsy.

Other issues such as bullying, friendships, positive role models will be addressed by the school as and when children with disabilities are admitted.

The attendance and attainment of all children will be monitored.

The school currently administers medicines if prescribed by the doctor.

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

- **Monitor the admission of disabled pupils**
- **Monitor the achievements of disabled pupils.**
- **Monitor the participation of disabled pupils**

1C Views of those consulted during the development plan

For the purpose of this plan the school consulted relevant groups. These will be involved if the plan is reviewed. Stakeholders are:

- Staff
- Governors
- Parents/carers of disabled pupils
- LA/support services

The consulted groups support school by:

- Identifying problems
- Identifying most effective way of removing barriers
- Involve those most directly affected by the plan
- Widen understanding and promote a solutions-based approach.

Disabled pupils are consulted in a manner appropriate to their age.

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

- **Ensure there is regular opportunity for all staff to contribute to the plan.**
- **Ensure all stakeholders are consulted.**

2. The main priorities in the school's plan

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

High quality teaching and learning for all is a priority in the School Improvement Plan. The SENCO - and other Senior Leaders in the school include improving outcomes for pupils with SEN and disability as a key priority.

At Ocker Hill Infant and Nursery school we ensure that disabled pupils can participate in the school curriculum by:

Effective provision mapping and intervention analysis
Co-ordinate training and resource needs

Work with other schools to improve our provision
Work with all support agencies
Use ICT when appropriate
Development of disability awareness
Ensure all have full access and participation
Use of clear assessments
Ensure high expectations
Deploy support staff appropriately
Plan for effective pupil groupings and peer support
Use of visualisers to enlarge print etc
Use AFL strategies and steps to success, pre teaching opportunities to ensure that all children make at least good progress.

Curriculum in this context goes beyond the 'taught' curriculum and is taken to encompass all activities during an extended school day

Other activities:

Participation in playtimes
Movement around school
Independence
Special events
Breakfast/after school clubs
School visits

The school has set the following priorities for increasing curriculum access

- **Continue to develop appropriate resources to match personal needs.**
- **Ensure activities and equipment are suited to the child.**
- **Work with agencies to maximise progress of all**
- **Ensure children can access the curriculum by planning ahead**
- **Ensure when planning extra-curricular activities they are accessible to all**

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

We will strive to ensure that the environment welcomes diversity and difference. This includes the physical environment and access to resources. The physical environment has been improved to ensure that pupils can access the curriculum this has included ramps, hearing loops and a disabled parking space.

The physical environment will impact upon pupil access. The school will continue to review access.

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

- **Research the possibility of providing a ramp for access to the field.**
- **To include Braille signs/labels around school when necessary.**
- **To employ an interpreter for parents with hearing difficulties if hearing loop is not sufficient.**
- **Investigate the possibility of widening toilet doors in Early Years for wheelchair access.**

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

We will identify elements of written communication that cause barriers. This might include worksheets, marking and feedback, tests, notices, homework.

Improving the delivery of information will include Braille, large print, audio tape, symbol system, Makaton, Communication in Print and signing and Visual Timetables.

Identifying appropriate formats must take account of the pupil's impairment and preferences stated by the child/carer/outside agency.

The school has set the following priorities for providing information:

- **Continue to access support from agencies**
- **Continue Makaton training within school**
- **Continue Communication in print training within school to ensure that all children can communicate effectively.**
- **Continue PECs training within school.**
- **Access support from VI team upon the appropriate use of resources for individual pupils.**

3. Making it happen

3A Management, co-ordination and implementation

Overall responsibility for the school's accessibility plan lies with the governing body but improving the access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility.

This includes

Headteacher

Class teachers

LSP's

SENDCO

Dinner staff

Admin staff

Site manager

Governors

Staff development is a crucial element in increasing awareness and improving accessibility.

The GB will ask the head to review the plan annually with staff.

- The plan will be shared with parents (on school website)
- The plan will be shared and monitored by governors
- The Finance Committee will make sure appropriate resources are made available from within the school budget.
- Any plans will be put into the SIP.

The headteacher will take responsibility for ensuring that this plan is co-ordinated with other plans and policies across the school. (SEF, SEN, SIP, Asset Management, Equal Opportunities, CPD)

The impact of the plan will be evaluated annually and judged against the following outcomes:

- Increased confidence of staff in differentiating the curriculum for disabled pupils.
- Teachers sharing good practice within school

- Continued pupil and parent satisfaction with the arrangements made
- Ensure that outcomes for disabled pupils are positive
- Improvements in the physical environment of the school
- Protocols for multi agency working to support children with medical needs
- Disabled pupils continue to be involved in whole life of the school.

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

- **Share with staff annually**
- **Share with governors annually**
- **Training for MSAs and new staff**
- **Identify available funding streams to increase access**
- **Co-ordinate plan with other school plans and policies**
- **Implement effective monitoring and evaluation of the plan**

3B making the plan available

The accessibility plan will be made available to

- All staff in the staffroom
- All governors
- School website
- On request of parents/carers

It will be made available in large print, audio and on coloured paper if required.

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

- **Ensure the layout is clear and simple**
- **Liaison with local support services and voluntary agencies for advice on the production of the plan in different formats.**