

## Accessibility Plan 2018-19

### Learning

- We are committed to providing the best possible education in a stimulating, inclusive, environment; where children are happy, secure and enjoy all aspects of their school experience. Children are encouraged to aim for excellence and are nurtured to achieve their full potential.

### Together

- We encourage a feeling of belonging to a school family, within which friendship, kindness, respect for others and exemplary behaviour are the basis on which our children thrive.

### For Life

- We enable our children to gain confidence, take initiative, be independent, be responsible and have pride in themselves, their school and their community.

We are committed to giving all of our children every opportunity to achieve the highest of standards and be well prepared for the next stage in their education. 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.

### Purpose of the Plan:

This plan shows how Sedgefield Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Plans for accessibility improvement are developed through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- Physical facilities
- The school curriculum
- Support services
- Awareness
- Communication of information

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

### ***Definition of disability under the Equality Act 2010:***

*You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal activities. What 'substantial' and 'long-term' mean:*

*'Substantial' is more than minor or trivial – eg: it takes much longer than it usually would to complete a daily task like getting dressed*

*'Long-term' means 12 months or more – eg: a breathing condition that develops as a result of a lung infection*

## Physical

### Process for Identifying Barriers:

Significant work on the school building has taken place since 2011, which has addressed many areas from the Accessibility Audit carried out by Durham County Council, however, areas of improvement still remain. These are prioritised according to cost and likely benefit to the majority of users of the school. To ensure the building remains accessible for all, the Headteacher will monitor all risk assessments, service use and, as part of the school evaluation process, feed back to the Governing body any modifications that may need to be made to ensure the building can be accessed and used by all.

### Current Access Arrangements:

- Signage and lighting has been improved to ensure access to the outside of the school building is appropriate.
- At the front of the building, near to the main entrance, we have disabled parking for one vehicle.
- The building has three *accessible* toilets.
- There are different height tables situated around the building to accommodate need within the school, which can be moved to any area.
- There is flexibility and versatility in all classrooms to accommodate any pupils with physical needs. All tables and chairs can be moved.
- The school is served by a wireless system enabling internet access at any point in the building.
- The school has a number of portable devices such as iPads and laptops for pupils use.
- As there are two flights of stairs in the building, wheelchair users occasionally have to access areas of the school by exiting and re-entering. Currently the cost of provision of stair lifts cannot be justified as their use would be rare. However, should there be a need for stair lifts on a regular basis, this would become a priority. The nosings of the stairs are highlighted and handrails are provided.

### *Objectives for Improvement in Access to the Physical Environment 2018-20*

Target	Actions	Time-Scale	Responsibility	Success Criteria
For the school building and Fun Club to be easily accessible.	Signage for Fun Club at the main entrance. Signage for accessible parking space (already marked).	September 2019	HT	Building is easily accessible.
For the school building to be easily accessible.	Replace tarmac on pathways around junior building.	September 2019	HT	Entrance area to junior doors and around junior building does not cause tripping hazard or difficulties for people accessing school in a wheel chair.

## The School Curriculum

### Process for Identifying Barriers:

Teachers, the Senior Leadership Team and Governors use a variety of self-evaluation processes (including work scrutiny, data analysis, observations and discussions) to establish the needs of classes, groups and individuals.

### Current Curriculum Provision:

- Within teachers' medium and short term planning, named pupils/groups of pupils work on programmes aimed at improving their basic skills in reading, writing and maths, co-ordination, motor skills, speech and language, integration into group situation and socialisation skills. Delivery is conducive and adapted to meet all learner's needs.
- All children are given equal access to a wide range of extra-curricular activities, visits, visitors and themed weeks which address specific subject learning opportunities such as book week, science week, arts week and sports week.
- The school constantly engages in additional staff training to ensure members of staff are first aid trained at different levels such as Paediatric First Aid or Trained First Aider. Staff are given the knowledge and skills so that they feel proficient, skilled and knowledgeable to meet the needs of all pupils with a disability or allergy such as diabetes, intolerance, autism, ADHD or visually impaired.
- To ensure the curriculum is accessible for all, the school uses visual timetables, wobble boards, pencil grips, motor programmes, movement programmes, speech and language programmes and offer a number of therapy programmes as a means of support for identified pupils.
- All staff receive Level 1 safeguarding training, the HT and SENCo have level 2 qualifications and the HT has attended numerous additional safeguarding training sessions.
- All elements of Social, Moral, Spiritual and Cultural education including addressing British values and safeguarding concerns such as E-safety are permeated across the curriculum.

### *Objectives for Improvement of Access to the School Curriculum 2018-2019:*

Target	Actions	Time-Scale	Responsibility	Success Criteria
To ensure all staff are confident and knowledgeable about how to meet the needs of children in their class with SEND.	SENCO to liaise with staff and up-skill them with information regards Quality First Teaching and interventions that may support the individual pupils. Ongoing whole-school staff SEND training.	September 2019	HT SENCo	Good Progress is made by all children regardless of need.
To ensure support is targeted appropriately.	Evaluate the effectiveness of the support and programmes in place and adapt where necessary	Reviewed termly	HT SENCo	Good Progress is made by all children regardless of need.
To keep up-to-date on all safeguarding and first aid training	Ensure training is provided for staff who missed whole staff training. During the induction of new staff to the school they are informed of the designated officer for the school and how to record incidents and who to report information to. Ensure key staff attend first aid training refreshers.	Ongoing	HT	The pupils are kept safe at all times and staff are aware of the reporting procedures in place.

## Support Services

### Process for Identifying Barriers:

Information is shared amongst multi-agency professionals working in County Durham. Information is sought from the previous school for all pupils admitted to the school at the beginning or through the academic year. The SENCO, HT or class teachers attend all transfer-in meetings, or multi-agency meetings to identify need. Pupil Support Plans and pupil files are regularly updated after discussions with multi-agencies and professionals.

### Current Support Services:

- The school works very closely with multi-agencies within the local authority to ensure a catalogue of evidence and advice is available to support and meet the needs of children. This information or chronology is updated regularly after meetings or discussions concerning the child.
- The school uses the services of all the professional teams working within the local authority including Cognition and Learning, CAHMS, SALT, Virtual School, School Nurse, Family Workers, One Point teams and Social Workers.
- The school also buys into the services of the Educational Psychology Service, Movement Difficulties Service and a counsellor .

### *Objectives for Improvement of Access to Support Services 2018-19:*

Target	Actions	Time-Scale	Responsibility	Success Criteria
To continue up-skilling members of staff to have a working knowledge of multi-agency support available for all pupils.	Ensure staff are up to date with current practices and the availability of appropriate support (especially as much of LA support is now traded). Ensure staff are following all school policies and are consulting with senior members of staff where appropriate (e.g. SENCo, Designated Teacher, etc.)	Ongoing	SENCO All Teaching Staff HT	The needs of each child are known and teachers feel confident in dealing with any situation that may arise proficiently. All policies and guidelines are available for reference

## Awareness

### Process for Identifying Barriers:

All stakeholders have the opportunity to contribute to the identification of the school's strengths and areas for development. On a termly basis the HT reports to the Governing Body on the school provision, curriculum design and staffing professional development to ensure there is a culture of understanding relating to Equality.

### Current Approaches to Ensuring Awareness:

- Within the curriculum, time is set aside to address aspects of Equality and explore pupils' understanding and values through Family Group sessions, assemblies, small group discussion and activities and questions around aspects of learning in class.
- The school is a Rights Respecting School, has the Investing in Children Award and the EQualities Award, which reflects the ethos of the school and the priority given to raising awareness and fostering tolerance and understanding.

### *Objectives for Improvement of Access through Raising Awareness 2018-2019:*

Target	Actions	Time-Scale	Responsibility	Success Criteria
To address different aspects of equality through assembly themes, family group sessions and class discussions.	Equality themes for assemblies. Programme for Family Groups focuses on Equality and Diversity. Equality and Diversity is embedded throughout the curriculum.	Ongoing	HT, Mrs Dodd, Miss Lancaster, whole staff	There is an ethos of caring and tolerance of others emanated around the school.

## Communication

### Process for Identifying Barriers:

The Governing Body and HT audit the methods in which we communicate with parents/carers, staff and pupils to ensure all methods of communication and getting information distributed are effective.

### Current Forms of Communication Used:

- The school presently uses a number of methods to communicate with stakeholders and keep people up-to-date with life in school and their children's learning, such as parents' evenings in the Autumn and Spring Terms, termly written reports, half termly curriculum letters from class teachers, monthly newsletters from HT, school website, Twitter, PTFA class pages on Facebook, personal invites, text messaging, and direct access to class teacher via email.
- Parents have daily and weekly access to their child's reading diary and homework diaries to correspond with teachers on matters arising.
- Teachers are always available at the close of the school day when they see their pupils out of school and are also happy to make appointments for working parents (or communicate via phone calls/emails if more convenient).

Target	Actions	Time-Scale	Responsibility	Success Criteria
To ensure communication is good with parents/carers who previously have been hard to reach.	Follow up parents/carers who have not attended Parents' Evening with a personal invitation. Monitor the attendance of parents/carers at assemblies/special events and make additional efforts to invite them into school. Monitor communication in reading records/homework diaries and contact via email or text message if other forms of communication are proving ineffective.	Ongoing	All staff	All children are supported to fulfil their potential due to effective partnership between home and school.