

Coxhoe Primary School

Accessibility Action Plan

2015 - 2018



BELIEVE AND ACHIEVE

1. Introduction and aims:

MISSION STATEMENT

Our school aims to consider the uniqueness and individual needs of its pupils by delivering a broad, balanced differentiated and relevant curriculum.

Each child is considered as a whole person developing skills, concepts and attitudes necessary for the opportunities and experiences of the future. We aim to prepare children to reach their full potential as responsible citizens.

Our school aspires to value everyone associated with it, irrespective of age, position, race, gender, background or ability. We endeavour to motivate, support and inspire personal, spiritual, emotional and educational growth in a safe and secure environment.

We aim to unite, parents, pupils, governors, staff, L.E.A. and the local community, through agreed school policies, which aim to deliver a quality educational service with the following aims:

Curriculum Aims

The curriculum will encourage all pupils to understand, be interested in and show respect to others, whilst also developing their own self esteem.

The curriculum will enable pupils to become literate and numerate, having confidence when communicating, working with and responding to others.

The curriculum will enable pupils to develop analytical problem solving skills.

The curriculum will develop independence in our pupils enabling them to make healthy, safe life choices for themselves and others.

In this Accessibility action plan we will outline how we can promote accessibility for all disabled pupils, staff, parents, governors and visitors to our school. This is also supported in our Disability Equality scheme, SEN policy, Health and Safety policy and other Equal opportunity policies.

2. Background:

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This plan sets out the proposals of Coxhoe Primary school to ensure our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:

- ✓ We do not to treat disabled pupils less favourably for a reason related to their disability;
- ✓ We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ✓ We will plan to increase access to education for disabled pupils.
- ✓ We do not discriminate against anyone as explained in the DDA, 1995
- ✓ We do not allow any form of harassment of people with a disability
- ✓ We will promote positive attitudes towards anyone living with a disability
- ✓ We will remove barriers which may discourage disabled people from playing a full part in the life of our school
- ✓ We will encourage full participation by everyone in our school activities

Our accessibility action plan is resourced, implemented, reviewed and updated annually. However, it will be updated every 3 years or when changes of legislation necessitate a change.

3. Definitions of disability:

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	

The school will update annually a disability register showing categories and numbers of pupils with disabilities.

4. Principles:

- ✓ Compliance with the above-mentioned legislation is consistent with the school's aims, Equal Opportunities Policy, Teaching and Learning policy and the operation of the school's Special Educational Needs (SEN) Policy
- ✓ The LEA admissions policy applies to our school, which does not discriminate a disabled child
- ✓ We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- ✓ When recruiting staff disabled people will not be discriminated against
- ✓ We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- ✓ We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum 2014, underpinning the development of a more inclusive curriculum:
 - setting suitable learning activities
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils
 - by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities

5. Purpose and direction of the school's plan:

Our Disability Equality Scheme (DES) and Accessibility Action Plan (AAP) aim to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

6. Information from pupil data and school audit:

Information about the needs of disabled people will be gathered through:

- ✓ Pupil admission information
- ✓ Parental questionnaire
- ✓ SIMS data
- ✓ SEN 'Plan, Do, Review' cycle reviews/EHC Plans
- ✓ Recruitment process
- ✓ Discussion with relevant medical professionals and other outside support agencies
- ✓ Transition meetings with Nurseries or other Schools

Achievements of disabled people will be gathered through:

- ✓ Data analysis (progress made and value added scores)
- ✓ Records of achievement
- ✓ Celebration assemblies, certificates, letters home, etc.

Information is gathered as part of the school's self-evaluation process and Assessment For Learning Strategies and is used to inform future plans and schemes.

7. Views of those who will be consulted during the development and annual review of the plan:

To ensure our school is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we will consult those who have an understanding of different disabilities and the barriers they present. Those who may be consulted in the development and on-going review of our DES and AAP include:

- ✓ Pupils with and without a disability
- ✓ Parents of pupils who have a disability
- ✓ Staff
- ✓ Governors
- ✓ Members of our community with relevant experience
- ✓ Members of the LEA SEND team, Local Special Schools and Outreach Teams

Our consultations include questions about barriers to learning and full involvement in school life. We discussed:

- ✓ Movement around the building and grounds easily and confidently
- ✓ Having equal opportunity to access lessons and other activities
- ✓ How we could improve communication between home and school

8. The main priorities in the school's plan:

- ✓ Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum
- ✓ Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs
- ✓ Improve the accessibility of written information to disabled pupils, young people and adults

9. Making it happen:

Audit, management, implementation and monitoring

Provision is reviewed annually from the Access Audit

- ✓ Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- ✓ Children have individual learning targets, closely monitored and regularly reviewed
- ✓ All staff have regular CPD which leads to a good understanding of the needs of disabled pupils
- ✓ Analysis of value-added figures allows us to measure the impact of intervention and support strategies for children on the Disability Register (DR)
- ✓ Teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities
- ✓ SEN register is kept up to date
- ✓ Appropriate and specific intervention programmes for pupils with SEN
- ✓ SEN 'Plan, Do, Review' cycles are in place
- ✓ Advice is sought from SEN & Disability Support Service (SEND) Advisory Teacher, Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the building and grounds:

- ✓ Structured and supportive playtime and lunchtime activities such as playground buddies
- ✓ Ensuring all adjustments to current buildings are DDA compliant
- ✓ Denote hazards for the visually impaired
- ✓ Flexibility of seating arrangements to suit need

(b) Learning and Teaching:

- ✓ We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- ✓ Academic progress is monitored and 'value added' considered
- ✓ Additional support (small group or 1:1) will be provided if required and part of intervention, medical care plan or EHC plan
- ✓ Individual targets and 'Plan, Do, Review' cycles ensure aptness of teaching and learning strategies
- ✓ Targets will be monitored regularly
- ✓ Targets and progress towards them will be reported to parents regularly
- ✓ Using RAISE ONLINE, Classroom monitor and monitoring in school by senior staff, we are able to track and analyse the achievement of all our pupils

- ✓ Review of policies in school is ongoing, including updates to the Anti-bullying and PSHE & Citizenship policies
- ✓ The school website has details our Local Offer for pupils with SEND and has links to the LEA Local Offer

(c) Communication methods

- ✓ Use of interactive whiteboards
- ✓ Use of ICT resources by pupils
- ✓ Visual timetables for some pupils
- ✓ Newsletters to parents
- ✓ Diary and news pages on the school website
- ✓ Informal discussions with parents
- ✓ Telephone messages and conversations with parents
- ✓ Text messaging
- ✓ Most information is available electronically and can be converted to other appropriate formats

The effectiveness of these adjustments will be monitored regularly and the opinions of a 'working party' and disabled stakeholders canvassed. Feedback will come from:

- ✓ Pupil interviews
- ✓ School Council
- ✓ Parental questionnaires
- ✓ Staff opinions (teaching and non-teaching)
- ✓ Governors
- ✓ Other visitors and users of the school
- ✓ Outside Agencies (Including SEND team)

Monitoring and Impact Assessments

The Governing Body will review the Action Plan annually during the Spring Term. We will measure the impact of any changes or initiatives on the quality of school life in its widest sense for those pupils on our disability register.

This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:

- ✓ Pupils interviews
- ✓ Increasing staff awareness
- ✓ Parental questionnaires
- ✓ Analysis of assessment data

The action plan will be evaluated and updated annually.

The disability register (Appendix B) will be updated as and when necessary.

The school census (Appendix C) will be updated annually.

Formal review of the scheme will take place after three years (2017)

- ✓ The school will report on the scheme annually
- ✓ The scheme will be reviewed and revised as necessary (and on a three-year cycle)

Prepared by Stephen Jones (Head teacher) – September 2015

Approved by Special Governors meeting: 9/9/15 (subject to FGB review October 2015)

ACCESSIBILITY ACTION PLAN September 2015 - 2018

	Activity/resources	Responsible	Timescale	Outcome
Collecting views to inform scheme	1. Collect views of pupils on disability register through pupil interviews (Annually during SEN review meetings each January)	SENCO	Annually - January	
	2. Send out/collect in questionnaires to parents (Annual general survey and separately to parents of SEND pupils prior to SEN review meetings)	HT / SENCO	Annually – July (General) & January (SEND)	
	3. Revise new admissions pack to include questions for parents of children with disability	FS Idr / DHT	Annually (June)	
	4. Collect views of disabled users of school with specific focus on reading letters and information sent home. Direct contact with known parents.	All staff	Ongoing	
	5. Keep staff updated in terms of information sharing, training and collection of their views;	All staff	Ongoing.	
	6. Discussion with parents and pupils at Parent's Evenings, 'Plan, Do, Review' cycle reviews, etc.	All Teaching Staff	Ongoing	
	7. Consideration of collected stakeholders' views	HT & SEN Governor	Annually (September)	
Access to Premises and Environment	8. Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school	HT & Health and Safety Governor	Annual (October)	
	9. Consider as part of the audit the provision of ramps, lifts and improvements to doorways; the provision of furniture and apparatus to improve access.	HT & Governors	On-going according to development	
	10. Plan for and act on the recommendations from the Accessibility audit and annual premises audit, as far as possible and reasonable within the school's budget. (Further actions to be developed following audit).	HT; Health & Safety Governor & Finance Committee	Annual (April – at time of Budget setting)	

11. Provide signs in village to direct people to school (both on foot and by vehicle) – discuss with Highways team at County Council	HT; H&S Governor; SEN Governor; County Council	By Summer 2016	
12. Improve main school entrance way by: * Erection of a porch/covered area around doors * Adding door buzzer and/or intercom for visitors which can be heard in office, staff room and by Caretaking staff	HT; Finance Committee	By: * Summer 2017 * Summer 2016	
13. Discuss and cost changes to existing fire exits from Hall, Class 6 and Class 3 with Fire Safety & Property team to check if these stepped exits could be ramped.	HT; Fire Safety Officer; Clerk of Works	Any works completed by Summer 2017	
14. Ensure any additional teaching rooms and access points are DDA compliant.	HT; Finance committee; School Planning team	Autumn term 2016 (for 3 classrooms due to be online in September 2016); Ongoing for future works	
15. Review size of existing front door and compliance with current DDA requirements for width of door and change if required.	HT; Caretaker	October 2015	
16. Hearing Impairment adjustments: * Seek specifications and costings for Induction Loop system in main school hall * Discuss with Sensory support team any provision requirements for any pupils with hearing impairment if offered places at the school	HT; SENCO; Finance team; Sensory Support team	By: * Summer 2016 * as required	
17. Ensure appropriate seating for those with disabilities is available for: * Visitors * Staff * Pupils	HT; SENCO; Caretaker	On-going for pupils and staff through SEN review and Performance Management meetings. January 2016 for visitor areas	

	<p>18. Ensure that corridors and all classrooms are free from fixed hazards/obstructions which would limit access for those with Physical and Visual disabilities: * Physical – All classrooms to be accessible for all pupils/staff with disability at all times. * Contrasting decoration/colours/textures used to identify hazards for those with visual impairment whenever areas are decorated</p>	HT; Caretaker; SENCO; Finance Committee	On going	
	<p>19. Replace and/or redecorate any nosings and rails to steps and ramps as required and identified in annual Health and Safety check.</p>	Caretaker; HT; H&S Governors	Annually – as required	

	Activity	Responsible	Timescale	Outcome
Access to Curriculum (Learning and Social)				
	Review school resources to check that they are accessible for pupils with physical, hearing or visual disabilities.	Curriculum co-ordinators	Annual audit review – Spring term	
	Include information and key statutory documents with regard to Disability/Equality on school website/learning platform	HT; DHT; Admin team	Annual review	
	Include aspects of Disability Equality in school assemblies and worship	HT; All staff	On going	
	Increase awareness of and positive attitudes towards disability through the curriculum	All teachers	Ongoing,	
	Conduct audit of the physical environment of the school and make recommendations for any necessary actions	SMT	Termly Learning walks	
	Review school text books and reading books and when possible ensure current and future purchases promote disabled people positively and equally to those without disability	Literacy Co-ordinator	Annual review	
	Review of other linked policies: SEN, Health and Safety, Equal Opportunities, Ant-bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, Transfer of Medical information	Staff and governors	Annually	
	Ensure staff are fully briefed and up to date with DES and AAP and that it is added to induction training of new staff	HT	Ongoing as and when necessary	

	<ul style="list-style-type: none"> ✓ Remind staff of Quality First Teaching and National Curriculum Inclusion Statement. ✓ Run staff meeting on “Reasonable Adjustments” 	HT, SENCO	Ongoing	
	Share good practice relating to disability issues and data	All staff	Ongoing	
	Monitoring of teachers’ planning will include careful consideration of differentiation and ‘reasonable adjustments’ made	HT/ DHT /SMT	Ongoing	

	Activity	Responsible	Timescale	Outcome
Access to Information	Establish and update Disability Register. (Pupils and staff)	HT; Admin team; All teachers	Annually – July/September; then as required for in year transfers	
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc; look at ways of reducing communication barriers for those with visual impairment or dyslexia	HT; SENCO; Admin team	Summer 2016	
	Analyse school performance data for all groups and present results/actions arising to whole staff & Governors; place on school website for parents & community.	HT; SMT; teachers	Annually (November)	
	Half-termly Progress Meetings, where needs, issues and performance of pupils on DR are discussed	HT; DHT, All Staff	Ongoing,	
	Create class file with basic medical information for visiting/supply teachers (in Registers). Passed on and discussed with new teacher at the beginning of a new school year.	HT, Admin team, All Staff	On going	

Appendix C – School & Workforce *Collate information from Appendix B*

Disability	Physical impairment	Sensory impairment	Learning difficulty and Specific LD	Medical condition	Social, Emotional, Behavioural Difficulties	Speech & Language
Pupils						
Employees/volunteers						