

Four Oaks Primary School

Accessibility Plan

2015 - 2017

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.

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 Four Oaks Primary School 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. Four Oaks Primary 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. 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;
- ❑ gifted and talented 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, at January 2015, have a whole range of children of all backgrounds, needs and abilities:

- asthma
- eczema
- epilepsy
- hearing impairment
- speech and language difficulties
- ADHD
- ASD
- dyslexia
- Allergies
- Heart problems
- Learning difficulties

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

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 SENCO has an overview of the needs of disabled pupils.
- 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.
- Disabled pupils have access to extra-curricular activities.

Date of Plan: January 2015

Accessibility Plan: January 2015 – December 2017

Issue	Action	People / Resources	Timescale	Success Criteria	Monitoring: Who? How?
Early identification of medical needs prior to joining the school.	Ensure disability sheet is distributed to pupils preparing to start at iur school – identifies needs of pupil and family	Head Teacher Admin Staff SENCo	On-going	School addresses any issues to ensure smooth transition and inclusion	Head Teacher Feedback from parents and staff
Ensure equality of access to all information provided by the school.	School makes itself aware of the services available through its LA for converting written information into alternative formats.	L.A. Head Teacher Admin Staff SENCo	On-going	If needed, school can provide information in alternative formats	Head Teacher Feedback from parents and staff.
Evaluate impact of SEN training in relation to staff attitudes, confidence, practice.	Ensure staff have up-to-date information via regular CPD	HT, SENCo, all teachers & support staff	On-going	All pupils being effectively taught	Head Teacher Feedback from parents and staff.
Arrangements to support pupils in completing homework at school	Identification of pupils who require additional support with homework. Organise time and space for homework to be completed at school.	Head Teacher, SENCo, class teachers	On-going	Identified pupil completing homework on time	Head Teacher Feedback from parents and staff.
The whole issue of reviewing our inclusive principles will be included in our annual creation of the SDP. The findings from reviews of pupil progress already provide information for the development of the SDP including staff training needs.	UPS staff trained in understanding Raiseonline. Teachers able to use data from Raiseonline, Data-dashboard and LA data to identify areas or further development, both on a group basis as well as individually. Include analysis in the development of the SDP.	Head Teacher, SENCo, class teachers	On-going	Improved Raisonline data	Head Teacher Feedback from staff and Governors
Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from the L.A. sensory support service on appropriate colour schemes Re-paint edges of steps in all internal and external areas	Advisory Teacher for Visual Impairment HT, SENCo Caretaker	On-going as required	Physical accessibility of the school is increased	Head Teacher Feedback from pupils.

Raise staff awareness of disabilities issues.	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities.	LA. All school staff.	On-going	Teachers and TAs aware of issues. Detailed info available and passed on by staff.	HT. SMT, SENCo. Class Teachers. TAs. Other non-teaching staff.
	Promote disability equality via <ul style="list-style-type: none"> • Staff meetings. • PSHCE lessons. • Assemblies. • Celebrating difference. 	Whole staff	April 2014 onwards	Increased whole school awareness of disability issues.	SENCo All staff.
Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Risk assessments.	Visit leaders. Educational Visits Co-Ordinator. HT	On-going	School trips & residential visits are accessible for all pupils.	HT School Visits Co-ordinator. Trip leaders. Feedback from pupils
Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-school clubs.	Ongoing	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.
Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas. Policies to include: <ul style="list-style-type: none"> • Content • Strategies • Resources That could be employed when planning for pupils with difficulties or disabilities.	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	On-going	Curriculum is fully accessible for all pupils.	Head Teacher SMT. SENCo.