



Ladygrove Park Primary School

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Ladygrove Park Primary School Accessibility Plan

Introduction

Duties under Part 5A of the Disability Discrimination Act, 2006 (DDA), Equalities act 2010 and Code of Practice 2014 require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish an accessibility plan to show how they will meet these duties.

This plan sets out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This plan applies to the school and breakfast and after school clubs.

1 The purpose of the school's Accessibility Plan.

1.1 At Ladygrove Park Primary School we are committed to establishing equality for all students, their parents, staff and other users of the school. This is reflected in our school aims, which state that our school will have ... "a broad, stimulating, inclusive curriculum."

1.2 The DDA requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the DDA
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

This plan aims to set out how we will meet these general duties.

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1.3 It is the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school.

2 The Involvement of Disabled Children and Young People, Staff and Parents

2.1 Disabled people will be involved in the following ways:

- pupil surveys as part of the normal cycle of self-evaluation will be used to identify any issues relating to a child or young person's disability
- parental surveys that will give opportunity for disabled people to give their views. Outcomes from these will be analysed to identify any issues relating to the person's disability
- where applicable, disabled staff will have regular meetings with their line manager to discuss how the school can best enable them to work

2.2 We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

2.3 When seeking the views of disabled people, we use their preferred means of communication.

3. Gathering Information

3.1 Disabled pupils and staff are identified through admission forms and recruitment and selection procedures. Data protection legislation will be observed in sharing this information.

3.2 Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

3.3 We explain to parents, staff, governors, community users and pupils why the information about disability is needed.

3.4 The information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

3.5 The information about disabled parents and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- the effect of our policies and practices on the involvement of disabled users in community activities.

3.6 Information on staff will be analysed in respect of the representation of disabled people in all aspects of the work of the school, for example: leadership, teaching, teaching support, administrative support; training; sick leave; contracts.

3.7 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to help foster good relations with all employees by showing that everyone is valued and treated fairly.

3.8 Information collected about disabled children will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve opportunities for disabled learners; their access and involvement; satisfaction and enjoyment levels across a range of school activities; aspirations and ambitions for the future; attainment and achievement.

3.9 Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to ensure disabled parents have full access to events and meetings at school.

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3.10 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities.

4 Impact Assessment

4.1 In line with the Disability Rights Commission (DRC) guidance, impact assessments will involve disabled people at an appropriate point. The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar situation. Our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.

4.2 Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.

4.3 The practices, policies and procedures of the school have been screened to identify their level of relevance and potentially their impact on disabled people.

5 Planning for Action

5.1 The priorities for the school's plan will be set in the light of:

- an examination of the information that the school gathers;
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the plan; and
- an assessment of the impact of current policies on disability equality.

5.2 Urgent action necessary following an examination of the information will be added to the action plan before the review date.

2.1.3 In writing our action plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

6 Annual Reporting

6.1 Schools must report annually on the progress being made to promote equality of opportunity for disabled people. Annual reporting will bring together details of:

- information gathered during the year
- how that information was used
- action points completed during the year and those that are ongoing.

This report will be included in the headteacher's report to governors and will be published in the minutes.

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7 Implementation Monitoring and Evaluation of the Action Plan

- 7.1 The implementation of the Action Plan will be overseen by the governing body. A report will be made to the governors each year by the headteacher.
- 7.2 The Action plan will be included in the School Development Plan where necessary.
- 7.3 The evaluation of the effectiveness of our plan will be reflected in our discussions with our challenge partners and with Ofsted when the school is inspected.
- 7.4 Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our plan.

8 Publication of the Accessibility Plan

- 8.1 Our scheme will be available to anyone on request and will be summarised on the school website.

9 Review and Revision of the Accessibility Plan

- 9.1 The plan will be reviewed in 2015 involving all relevant stakeholders.

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Appendix 1: Action Plan

This plan applies to the school and the extended services of the school

Priority	Responsible Person (s)	Action Required	Resources	Date	Success Criteria
Ensure full access to the school and facilities for children with physical and sensory impairment	SENCo / HT	Any changes to the building / facilities are evaluated for access. The needs of individual pupils are assessed and appropriate action taken.	time; adaptation to the premises as required	September 2014 onwards	Access is as full as practically possible for all disabled pupils.
Ensure appropriate support for pupils to access an appropriately differentiated curriculum in line with the Code of Practice 2014.	SENCo / HT	To make all staff aware of the implications of inclusion. To maintain and improve staff knowledge and skills. To make all staff aware of available specialist support.	time; support from SENCo and assistant SENCos; support from external agencies	September 2014 onwards	Children feel safe, are happy, hard-working and well-behaved.
Ensure that the progress of children with disabilities is as rapid as possible.	SENCo / HT	Ensure appropriately differentiated provision led by class teacher. Monitor provision and support for disabled pupils. Pupil progress data analysed on an individual / group basis.	Time; Support from SENCo and HT.	September 2014 onwards	Children with disabilities meet their targets.
Ensure that there is no unlawful discrimination of children, parents, staff, governors or visitors in admissions or access to the school.	SENCo / HT	Monitoring of relevant school policies against DDA eg admissions, recruitment. Create alternative means of communication with pupils, parents, governors and visitors as needs are identified.	Time; Appropriate adaptations	September 2014 onwards	Ladygrove Park is a fully inclusive school. Pupils, parents, governors and visitors are fully included within the life of the school.

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