

SHILLINGTON LOWER SCHOOL ACCESSIBILITY PLAN

Rationale

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995). We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

An Accessibility strategy or plan is for:

- increasing the extent to which pupils can participate in the school curriculum;
- improving the physical environment of schools to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- Improving the delivery to pupils with disabilities of written information, which is provided to pupils who are not disabled.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education

The Governing Body has 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.

Aims

At Shillington Lower our school's vision and values help to ensure that:

- All our pupils enjoy, aspire and achieve together to be the best that we can be
- We are a fully inclusive school and welcome all pupils regardless of race, ability, language or culture
- We are equally ambitious for pupils who may have a disability
- For pupils who have a disability we offer the opportunity to access the full range of opportunities to learn new skills and concepts and to develop their talents

Definition (Equality Act 2010)

"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."

	Action	Staff involved	Outcome	Timeframe	Evaluation
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	Staff to attend ASD training provided by Ivel Valley	Teachers TAs	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Children with ASD are successfully included in all aspects of school life.	Autumn term 2014	
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school.	Teachers TAs	Children have ready access to a range of resources to support their learning.	Summer 2015	
All SEN children will be detailed on a school provision map	Provision maps for all children.	SENCo	Provision map is up to date and forms a key part of the planning process for all pupils	Spring 2015	
Review TA deployment in Pupil Progress Meetings	Establish when TAs are available to maximise their support for children and learning.	Teachers TAs AfA	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Autumn 2014 and on-going as part of MITA project	
To consider décor and signage	As part of the rolling maintenance programme, the caretaker to ensure décor of school is compliant with guidance	Caretaker	Eliminate disorientation for disabled pupils with visual impairment, autism or epilepsy	On-going	
Classroom environments becoming dyslexia friendly.	Staff to work on variety or resources available and classroom layout	Teachers TAs	All classrooms support children who display dyslexic tendencies	Autumn 2015	

Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats	Office staff	The school will be able to provide written information in different formats when required for individual purposes.	Autumn 2015	
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Prior Actions

This plan builds on the work already completed to support accessibility at Shillington Lower including the following;

- External ramps
- Disabled toilet and shower
- Hoist
- Medical bed

Monitoring and Evaluation

The Environment and Welfare Committee are responsible for reviewing the Accessibility Plan. The Health and Safety Governor and the SEN Governor will jointly undertake monitoring the completion of the action points.

Links to Other Policies

- Single Equality Statement
- Special Educational Needs and Disability Policy