

Elsley Primary School Accessibility Plan 2016-19

Introduction

This plan was drawn up in accordance with the planning duty in the disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessing School: Planning to increase access to schools for disabled pupils” issued by the DFES in July 2002. The school have also taken into account the government’s proposals set out in the SEND Green paper March 2011 and the Equality Act 2010.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA).

“A person has a disability if he or she has 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”.

Key Objectives

- To ensure that provisions are made so that disabled pupils are able to access the National Curriculum.
- To ensure that the physical environment is reasonably adjusted for disabled pupils to have full participation within the school community.
- To improve the delivery of information to disabled pupils and their parents/carers through Elsley Primary School’s Local Offer.

Elsley Primary School recognises and values parent’s knowledge of their child’s disability and the effect on his/her ability to carry out routine activities, and respects the parents and child’s right to confidentiality.

Elsley Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpins the development of a more inclusive curriculum.

At Elsley Primary School, we will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Elsley Primary School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. We will continue to work in partnership with outside agencies in order to ensure the best outcomes for all pupils e.g. CAMHS and CAF.

Action Plan

See attached Appendix

Elsley Primary School Accessibility Action Plan 2016-2019

Target	Tasks	Timescale	Resources	Responsibility	Monitoring / Outcome
<p>Access to Curriculum</p> <p>Ensure access to computer technology appropriate for pupils with visual impairment.</p>	<ul style="list-style-type: none"> • Review accessibility of ICT (including notepads & whiteboards) using specialist expertise. • Involve pupils in review of hard and software. • Prioritise new software to purchase • Train TAs and CT on how to support children with a visual impairment. • Review resources for children with a visual impairment 	<p>Summer 2018</p>	<p>Linked to SDP Awaiting tendering</p> <p>£300 (approx)</p>	<p>SENCO Computing Leader Brent Visual Impairment Team TAs</p>	<p>Leadership Team</p> <p>There will be a greater access to the National Curriculum.</p> <p>Data tracking vis 'target tracker' will show an increased rate of progress.</p>
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> • Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion statement. • Ensure that teachers are incorporating Quality First Teaching into all planning. Outlined in the SEND Code of Practice. • Ensure that all classrooms and resources are organised in accordance of pupil need. • Resources will be clearly labelled and available for children e.g. enlarged texts, listening stories and dictation cards. • Purchase of resources to increase pupil participation. E.g. move n sit cushions for pupils with ADHD 	<p>Ongoing</p>	<p>Classroom resources</p> <p>£300 (approx)</p>	<p>All Staff</p>	<p>Leadership Team and Governors</p> <p>Teachers will be utilising the resources.</p> <p>Pupils will be able to access the curriculum resources.</p> <p>Pupils will be receiving 'quality first teaching'.</p>

Target	Tasks	Timescale	Resources	Responsibility	Monitoring / Outcome
<p>Access to wider Curriculum</p> <p>Increase participation in school activities</p>	<ul style="list-style-type: none"> • Audit participation in extra-curricular activities such as clubs/trips and identify any barriers. • Ensure school activities are accessible to all pupils. • Investigate TA flexibility to cover extra-curricular activities if needed. 	Autumn 2016	<p>Training needed on risk assessments for trips and extra-curricular activities.</p> <p>Identify if additional adults are needed to support SEND pupils participating.</p>	EVC Phase Leaders	<p>Leadership Team and Governors</p> <p>There will be an increased number of children participating in school activities.</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access and Equality.</p>	<ul style="list-style-type: none"> • Analyse impact of Behaviour Policy, School Rules, Anti-Bullying Policy, Educational Visits, Homework and Health Provision in relation to pupils with disabilities. Involve Elsley Ambassadors. • Consult pupils and staff on any proposed changes. • Introduce new policies. 	<p>Autumn 2016</p> <p>April or September 2016</p>	Leadership Team require time to review policies.	Leadership Team	Governors
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> • Review personal evacuation plans. • Develop a temporary sensory room. • Improve signage of evacuation procedures, internet safety, fire drill etc. 	Autumn 2016	<p>Allocate budget for temporary sensory room</p> <p>£250 (approx.)</p>	Site Manager SENCO TAs	<p>Leadership Team Inclusion Team</p> <p>Staff and pupils will be aware of personal evacuation plans.</p> <p>There will be a consistent approach to evacuation procedures.</p>

Target	Tasks	Timescale	Resources	Responsibility	Monitoring / Outcome
Attitudes To promote positive attitudes to disability	<ul style="list-style-type: none"> Review PSHE Curriculum Review Assembly Programme: widen focus of Different/Same theme Regular items for newsletters highlighting achievements of pupils with disabilities. 	Summer 2017	£150 for any new resources	PSHE Leader	Leadership Team and Governors Pupils' survey will show that there is change in attitudes to disabilities.
Newsletters and Information Availability of documents in alternative formats	<ul style="list-style-type: none"> Large print and audio formats as required. Review accessibility of newsletter and letters for parents/carers. Homework information available as information sheets as appropriate. Parent survey to decipher how accessible documents are. 	Spring 2017	Time required £200 (approx)	Admin Staff	Leadership Team Parent survey will show that documents are accessible.

***The new Elsley School Building will be fully compliant with the DDA regulations.**