

Accessibility Plan

Penns Primary School

September 2016 to July 2019 (3 years)

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:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. 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:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) 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, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

The School's Context

We are a one form entry primary school for 210 pupils. Our site is split level with outside access for wheelchairs. Outside our main building we have two 'temporary' classrooms. We have no nursery on site. We are an inclusive primary school and work closely with many outside agencies to support the needs of pupils with additional needs.

The School's Aims

We at Penns Primary School aim, in partnership with parents and governors, to provide the highest standards of education for each and every child through:

- A secure and caring learning environment in which all children are enabled to flourish.
- An experience of school life for our children which is both stimulating and enjoyable. The curriculum at Penns is taught in a flexible, creative manner which responds to the needs, interests and aptitudes of the pupils, encouraging their curiosity, self –motivation, independence and social skills.
- Ensuring all of our pupils feel challenged and successful in acquiring a set of learning and social skills, which will ultimately prepare them for the demands of a changing society
- Fostering: a pride in personal achievement and a respect for the achievement of others.
- Ensure our pupils attain a positive set of attitudes, values and beliefs, including a respect for, and understanding of, other people's religious and moral values and cultures.

Our positive ethos is more than just a statement, it is tangible, evident in all relationships and aspects of provision. Visitors to Penns immediately recognize and comment very positively on this quality which enables our pupils, in an atmosphere of openness, justice and honesty to grow in confidence and take their place as a useful and responsible member of society.

Our pupils have a real love of learning. They achieve high standards of attainment, progress and outstanding personal development.

Penns is a forward and outward looking school. We have strong professional links with a range of networks and support groups. As a strategic partner, within a local Teaching School Alliance, we can offer excellent opportunities for all.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2002**
- The **Disability Discrimination Act**
- Code of Practice for Schools (Disability Rights Commission)

Objective	Accessibility Planning Code (CEI)	Actions – how/who/resources	Timescale	Success Criteria	Evidence
Participation of pupils in improving access around school.	Environment	<ul style="list-style-type: none"> • Inclusion walk/pupil conversation • Update One page profiles • Environmental checklist 	Spr Term 2017 Aut 2016 Aut 2016/annually	Pupils views are recorded and action plan made. One Page Profiles support pupil achievement and well being. Classrooms reflect needs of pupils.	
To improve and progress the participation in the classroom.	Curriculum	<ul style="list-style-type: none"> • Staff training for dyslexia, ASD and ADHD • Anti-bullying training • Staff skills eg Audit AEt 	TBC Summer 2017 Summer 2017	Staff are aware of how to support pupils with specific needs and know where they need further training.	
To improve the physical environment and mobility around the school.	Environment Information	<ul style="list-style-type: none"> • Review of signage around school • Key info points /steps • Regular checks of keeping facilities clear 	Spr 2017 Ongoing/Termly	Signage around school reflects inclusive ethos of Penns. The site is safe and accessible.	
To improve the emotional well- being of identified, vulnerable children.	Curriculum	<ul style="list-style-type: none"> • Referral to mentoring/counselling • Provision of nurture groups. 	Ongoing	Pupils are supported and grow in confidence. Pupils are quickly identified.	
To make information available in the appropriate form to pupils, parents and carers and school governors	Information	<ul style="list-style-type: none"> • Audit of website 	Aut 2016	Website is a useful resource for all.	
By focusing on this target (and its features) are you: Increasing the extent to which everyone can participate in the school curriculum? Improving the physical environment so everyone can take advantage of education? Improving the delivery of information so that it is accessible to everyone?					

Agreed by Governing Body

Date of review

(annually)