

# **NORTHVIEW PRIMARY SCHOOL ACCESSIBILITY PLAN**

**2016 - 2019**

## **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.

Date of Plan: November 2016 To be annually reviewed.

## **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 Northview 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. Northview 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;

## **Information from pupil data and school audit**

We currently have a whole range of children of all backgrounds, needs and abilities.

- diabetes
- asthma
- eczema
- hearing impairment
- Allergies
- Sight impairment

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.

## **Views of those consulted during the development of the plan**

All people consulted value the ability of the school to cater for the differing needs of pupils.

## **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.**

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Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>All staff to be aware of the access needs of SEN children, staff, governors and parents, carers.</p> <p>Ensure the school staff and governors are aware of access issues.</p>	<p>a) Create access plans for individual children as part of the IEP process.</p> <p>b) Ensure staff and governors can access areas of school used for meetings.</p> <p>c) Annual reminders to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>d) circulate information to relevant staff on Access to Work scheme.</p>	<p>December 2016</p> <p>November 2016</p> <p>November 2016</p> <p>Ongoing</p>	<p>January 2017</p>	<p>IEP's are in place for SEN children and all staff are aware of pupils' needs. All staff and governors are confident that their needs are met.</p> <p>Parents have full access to all areas of school. Volunteers are aware of needs of SEN children at all times.</p>
<p>Ensure all pupils, staff, parents and visitors have access to various parts of the school.</p>	<p>a) ensure that nothing is preventing the use of prams or wheelchairs</p> <p>b) check the outer door is wide enough for prams/ wheelchairs.</p>	<p>Weekly check to ensure that area in clear of obstructions making sure ramps are clear and accessible.</p>	<p>Site supervisor/ Health and Safety Governor/ Head teacher</p>	<p>Disable parents/ carers/ pupils/staff visitors have comfortable access.</p>
<p>Ensure there are clear fire exits around</p>	<p>Ensure staff are aware of</p>	<p>Weekly</p>	<p>Site supervisor/ Health and Safety</p>	<p>All disabled personnel and pupils have safe</p>

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school that are suitable for people with a disability.	need to keep fire exits clear.		Governor/ Head teacher	independent exits from school.
Ensure support staff have specific training on SEND issues.	Identify training needs relating to disability at regular meetings.	Ongoing	Deputy Head teacher/ SENCO	Raised confidence of support staff.
Ensure all staff (teaching & non-teaching) are aware of SEND children's curriculum access.	Share information with all agencies and staff involved with each child.	Ongoing	SENCO	All staff are aware of individual needs and ensure that these are met.
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability.	Ongoing	SENCO	All pupils are able to access all school trips and take part in the activities enjoyed by able pupils.
Review PE curriculum to ensure PE is accessible to all pupils.	Review PE planning	Termly	Deputy Head Teacher	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include special needs issues.	Include specific reference to special need equality in all curriculum reviews.		Head teacher & curriculum coordinators	Introduction of disability special needs issues into all curriculum areas.
Improve access to information about the school for parents/carers with a disability	Provide facilitators for parents with learning needs to complete documentation	November 2016. Consultation with parents	Head teacher / Deputy Head Teacher	All parents / carers are able to access information freely in order to support their children.

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Inclusive discussion of access to information in all parent/ teacher meetings.	If parents prefer any other formats for accessing information e.g. other languages.	Termly	Head teacher/SENCO	Staff more aware of preferred methods of communication, and parents feel included.
Ensure that designated parking spaces are kept clear for disabled drivers.	Parking for disabled drivers is available at all times.	Ongoing	Caretaker	All visitors feel they are welcome in school.