

## **Skipsea Primary School Accessibility Plan 2017-2020**

Skipsea Primary School is a 'special place to learn and succeed.' We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. 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.

### **Purpose of Plan**

This plan shows how Skipsea Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. The Equality and Human Rights Commission stresses that there is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect. Physical impairment includes: arthritis, hearing or sight impairment, diabetes, asthma, epilepsy, HIV, cancer, multiple sclerosis, severe disfigurement, people registered as blind or partially sighted. Mental impairment includes conditions such as dyslexia, autism and learning disabilities such as Down's Syndrome and mental health conditions such as depression and schizophrenia.

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.

## **The purpose and direction of the school's plan**

We have high ambitions for any of our pupils who may be disabled, and we expect them to participate and achieve in every aspect of school life.

The school has set the following priorities for the development of the vision and values that inform the plan:

As a small school, we feel that we have a duty to provide the best education possible for those members of the community who are of school age; regardless of whether they are able or disabled. We will strive to accommodate whatever disabilities we are faced with, utilising the support of outside agencies wherever necessary. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils. The Accessibility Plan complements and supports the school's Equality Objectives.

### **Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### **Contextual Information**

Skipsea Primary School building is on one floor with all classrooms, hall and dining area accessible to all. A disabled toilet is also available.

The main front entrance to School has a slope access in addition to steps. The school has fire and emergency lighting for disabled pupils/ staff/ visitors.

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

### **Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities. There are felt to be no areas on the curriculum in which they are not able to participate (though adjustment has had to be made in some cases for the children with EHC plans).

As of today (July 2017) we have no pupils who have Special Needs with regard to access.

At present we have no wheelchair dependent pupils, parents or members of staff.

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

Annually we consult with staff, parents, governors and members of the community via questionnaires as part of the consultation process related to the Disability Equality Scheme and there have been no issues raised so far.

We will continue to consult with all stakeholders on an annual basis and new staff, parents and governors as part of their induction process.

### **Main priorities in our plan:-**

#### **Increasing access for disabled pupils to the school curriculum.**

##### **Adaptations already in place:**

Early identification of the needs of any new pupils with disabilities.

Liaison with external services and agencies provides support in meeting individual children's needs with high expectations for their learning and achievement. We buy in support from Consultants and Professionals when needed. The use of outside agencies for support, advice and training will continue to be sought in order that TAs and teachers can be advised effectively.

Every attempt is made to ensure that pupils with disabilities participate fully in all aspects of school life, including all trips and residential visits. Risk assessments detail the additional staffing and resources required.

Access arrangements are made for Key Stage 2 SATs including extra time, amanuensis and readers.

P scales are used when appropriate to measure the progress and achievement of specific pupils and to set them challenging, attainable targets.

Extra-curricular activities are accessible to all pupils within the year groups that the activities are being put on for.

An important part of how we achieve access for disabled children to the curriculum is through the effective use of Teaching Assistants (with appropriate skills and training) across the school who are able to work alongside pupils and support them. Therefore, to maintain participation, it would be beneficial to maintain the number of TA hours available.

Unfortunately, in the present economic climate, this is not always possible, so we will need to look to the inventive and effective use of TA support time for each of the individual pupils with particular needs if a decrease in funding occurs.

**The school has set the following overall priorities for increasing curriculum access:**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

- Ensure that TAs are continue to be well trained, supported and utilised (e.g. knowledge and competence in handling techniques for children with disabilities, liaising with teachers re differentiating all curriculum areas)

As our current disabled pupils have total participation in the school curriculum, our plan is to continue this and to ensure that new pupils also are included. Resources will be sought by the school SENCO which can make continued inclusion possible.

- Ensure that new pupils with problems are quickly but effectively identified, and their needs known and met.
- Increase pupil awareness of disability issues.
- Ensure that outside agencies continue to be approached in dealing with issues involving greater expertise than staff possess.
- Ensure classrooms are optimally organised to promote the participation and independence of all pupils
  - Ensure all out of school and enrichment activities are planned to ensure the participation of the whole range of pupils

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

**Adaptations already in place:**

The main school building is fully accessible to pupils with physical disabilities and to wheelchair users.

Disabled toilet facilities are available.

Liaison with relevant outside agencies ensures that all necessary changes in the classroom and wider school environment are made to accommodate individual pupils.

**The school has set the following priorities for physical improvements to increase access:**

Physical changes will be on-going as and when the school learns of the needs of any disabled children who might attend in the future.

- Ensuring that whatever mobility/accessibility problems new pupils have can be quickly and effectively managed.
- Provide a fully accessible site for all pupils, including facilities to aid their physical capabilities through PE

### **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

#### **Adaptations already in place:**

As a Primary school we do not rely on providing too much information for any pupil in a written format. Those who have disabilities therefore are no different from other pupils. We are not aware of any parents who have need for information in any other format. We use google translate for translating information into other languages for any Parents who have EAL. If at any time we became aware of the need for written information to be produced for any other audience, we undertake that we would enlist the support of outside agencies who could assist us.

Visual timetables are used when needed in classrooms.

TAs use visual resources to support children with specific learning difficulties in order to engage them in learning.

Some pupils are also provided with individual copies of information given on the IWB if needed.

There is an open door policy within the school.

Teachers are always happy to chat with parents after school or arrange meetings at a mutually convenient time.

The monthly school newsletter is made available to all families.

The school website is updated regularly and notifies parents about forthcoming events.

**The school has set the following priorities for providing information for disabled pupils:**

- To continually monitor the success of our written communications.
- To provide amended/altere information available as and when needed (eg newsletters, school letters, information on website etc).

**Responsibility**

Responsibility for the Accessibility Plan lies with the governing body and the head teacher.

**Review**

The accessibility plan is reviewed every 3 years. This plan will be implemented over the next 3 years. It will be kept under review and any necessary revisions made to it. This includes anticipating well in advance the needs that disabled people might require and the adjustments that might need to be made for them.

The Plan will be available on the school website. Alternatively, copies can be requested from the school office.