



SALTERLEE PRIMARY SCHOOL

ACCESSIBILITY PLAN 2017 - 2020

RATIONALE

The Salterlee Primary School Accessibility Plan is compliant with current legislation and requirements as specified in Equality Act 2010: schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005. Salterlee Primary School is committed in its duty under this legislation to:

- Increase the extent to which disabled pupils can participate in the school's curriculum including wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The Academy is committed to making such changes in the period outlined in the following plan, taking into account the views and voice of disabled pupils and their families.

1. DEFINITION

The Equalities Act 2012 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

1.1 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.

1.2 The disability provision in the Act includes a duty for schools to make reasonable adjustments for disabled people. In summary this means:

- o Where something a school does places a disabled pupil at a disadvantage compared to other pupils then a school must take reasonable steps to try and avoid this disadvantage.
- o Schools are expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

2. RESPONSIBILITY

Responsibility for the Accessibility Plan lies with the governing body and the Headteacher.

3. AIMS

3.1 Curriculum Access

- 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, individual risk assessment are produced to match pupils specific needs
- Access arrangements are made for Key Stage 2 SATs including extra time, amanuensis and readers.
- The Academy works closely with external services and agencies to provide support in meeting individual children's needs with high expectations for their learning and achievement.
- Children are supported by TAs with appropriate skills and training.

3.2 Physical Access

- The KS1 site is accessible by wheel chair, with disabled access through the building. This site is also fitted with disabled toilet facilities, change table and mechanical hoist
- The KS1 school building is fully accessible to pupils with physical disabilities and to wheelchair users.
- If required pupils are given at PEEP
- KS2 site is fitted with disabled toilets
- The Academy regularly consults relevant outside agencies ensures that all necessary changes in the classroom and wider school environment are made to accommodate individual pupils.

3.3 Information Access

- Visual timetables are used to support transitions during the school day
- Visual prompts and stimuli used in lesson to support children with specific learning needs
- Teachers are available to meet with parents throughout the year at a mutually convenient time
- News letters are used to keep parents informed of upcoming events, these are published on the website but are also available as paper copies from both site offices

- Text messaging service is used to inform and remind parents of upcoming events

4. REVIEW

The accessibility plan is reviewed every 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 Accessibility Plan will be reported on annually. The Plan will be available on the school website. Alternatively, copies can be requested from the school office.

Improving Curriculum Access plan

Target Maintenance / Development	Strategies	Time scale	Responsibility	Success criteria
Ensure the Salterlee Primary School curriculum is accessible to all	Audit and review way in which pupils with specific need record their work Audit and review how information and task are presented to children with specific needs	2017 -2020	SENCO and subject leaders	All children are able to access the new curriculum, effectively recording their own work and ideas.
Teaching and support staff have a knowledge and understanding of specific disability issues	Access to CPD Drawing upon expertise of local agencies, professionals and schools	On going	SENCO and SLT	An increased staff are confident to support the learning and high expectations of disabled pupils.
To develop appropriate pupil involvement in the SEN process to enhance the person centred approach	Review current IEP documentation Staff training and CPD	2017-2020	SENCO	Pupil Voice forms a key part of the child's IEP. Increased pupil understanding of targets.
Review TA deployment	Draw up EEF and current research to ensure pupils are support effectively	On going	SENCO	Pupils academic, social, emotional and academic needs are supported effectively to ensure high expectations of all.

Improving Physical Access plan

Target Maintenance / Development	Strategies	Time scale	Responsibility	Success criteria
Ensure access for all pupils across the site	Regular risk assessments carried out and guidance given on modification required by local special school	On going	SENCO and SLT	All children are able to fully access the building and playground areas.
Regular inspection of building to ensure free and safe movement of all accessible with the school and school grounds of all pupils	Regular inspection of school sites	On going	SENCO and SLT	All children are able to fully access the building and playground areas.
Provide equipment as needed to facility movement through the building	Liaise with local SEND, OT to ensure correct equipment and risk assessment are in place	On going	SENCO	All children are able to fully access the building and playground areas.

Improving Information Access plan

Target Maintenance / Development	Strategies	Time scale	Responsibility	Success criteria
To further develop the ways in which the Academy communicates with parents	Review newsletters & ParentMail	2016-2017	SLT	Information will be presented in formats that parents find useful and user friendly