



Rettendon Primary School

ACCESSIBILITY PLAN

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. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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 Rettendon 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. Rettendon 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;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We have had, and are expecting a whole range of children of all backgrounds, needs and abilities including:

- diabetes
- asthma
- eczema
- rare syndromes
- ADHD
- Allergies
- Hyper-mobility

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. No issues were raised on our most recent surveys.

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.*

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools if appropriate.
- Disabled pupils have access to extra-curricular activities.

Action plan is below:

Headteacher

February 2018

Accessibility Plan:

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	Changes in height/direction of paths and stairs to be clearly visible.	High visibility tape or paint to be applied to step edges and risk areas as necessary.	Caretaker Paint/tape	Annually review and risk assess.	Risk of trips for visually impaired is minimalised.	Governors to receive count of incidents via the Headteacher report if a pattern manifests.
2	School is aware of the access needs of disabled children.	Create access plans for disabled children as part of admission/induction process	Headteacher SENCo	As required	Individual plans in place for all disabled pupils and all staff aware of all pupils' needs	HT SENCo Governors
3	All building work has considered Essex Accessibility guidance	School surveyor ensures relevant personnel and contractors work within guidelines	Head Teacher SENCo	As required	Physical accessibility of the school is increased	Head Teacher Feedback from pupils.
4	Raise staff awareness of disabilities issues	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities	LA Health A	Ongoing	Teachers and LSA's aware of issues Detailed information and support available and passed on by staff	Head Teacher SLT SENCo Class Teachers LSA's Other support staff
		Promote disability equality via Staff meetings PSHE lessons Assemblies Celebrating difference	Whole Staff	Ongoing	Increased whole school awareness of disability issues	SENCo All Staff
5	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. EVOLVE Form and Risk assessments.	Visit leaders Educational Visits Co-Ordinator Head Teacher	On-going	School trips & residential visits are accessible for all pupils.	Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils

6	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-school clubs.	Ongoing	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.
7	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	Ongoing	Curriculum is fully accessible for all pupils.	Head Teacher SLT SENCo.
8	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	Policies to include: <ul style="list-style-type: none"> • Content • Strategies • Resources That could be employed when planning for pupils with difficulties or disabilities.	Whole staff. Subject leaders. Advisors.	Ongoing	Policies include provision for pupils with difficulties or disabilities as necessary	Head Teacher Subject leaders.