



RYHILL JUNIOR INFANT AND NURSERY SCHOOL

Accessibility Plan 2016-2019

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Incontinence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Our planning addresses the following areas:

- Physical facilities - addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- School curriculum - including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- Support services - access to services within and external to the school to support families where a disability is identified
- Awareness - building awareness of staff through training and development and heightening children's awareness of issues related to disability
- Communication of information - how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Physical Facilities

Process for identifying barriers

- Action planning following site inspections by relevant personnel (e.g. Site manager, SEND Governor)
- Needs review for enrolment of pupils through discussion with the Headteacher.
- Review of One Page Profiles or Education Healthcare Plan (or equivalent document) for pupils with SEND

Summary of progress to date

- Disabled parking bay allocated
- The building is accessible to children with physical disability via ramps at the front of school into the boy and girl's cloakrooms. There is also a ramp into the main reception.
- The school is on one level so can be accessed by all
- There is a hygiene suite available with toileting and changing facilities.

Toileting aids have been fitted in boys toilet

Nursery toilets adapted to suit height of children

Garden paths concreted to ensure accessibility to outside areas

Threshold ramps incorporated where necessary

Objectives for improvement 2016-2019

- Ensure evacuation and invacuation plans written and approved
 - Where classes are painted under routine maintenance, to include contrasting colours to support sensory needs
- Electronic door signing in system installed

Monitoring of plans

This plan to be monitored by the governing body, the SEND/Inclusion team and other relevant staff.

School Curriculum

Process for identifying barriers

- Monitoring of class teaching, learning support and impact on progress
- Data analysis by teachers and SLT at termly pupil progress meetings
- Review of Individual Education Plans or Personal Education Plans (or equivalent document) for pupils with SEND
- Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school
- Governor visits

Summary of progress to date

- Laptops purchased enough for two classes
- 16 iPads purchased to be used for specific children with Statement of SEN
- Provision of appropriate sensory processing aids for specific children following advice from occupational therapist
- Specific staff attended ASD awareness raising training
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extracurricular activities are accessible for children with SEND.

Objectives for improvement 2016-2019

- Deliver golden thread at staff meetings
- Ensure all EHCP targets are adhered to and incorporated into curriculum delivery

Monitoring of plans

This plan to be monitored by the governing body, the SEND/Inclusion team and other relevant staff.

Support Services

Process for identifying barriers

- Review of One Page Profiles or Education Health Care Plan (or equivalent document) for pupils with SEN/D
- Advice from external agencies
- Requests and identified needs of pupils and parents through discussion, observation, feedback.
- Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services
- Governor visits

Summary of progress to date

- Noticeboard by front entrance displays information for parents
- Staff training on role of external agencies and how to access support for pupils.
- Mrs Hudson trained to provide child counselling in school

Objectives for improvement 2016-2019

- Establish clear CAF training for learning mentor
- Regular review of SEN register to identify new pupils and their parents - additional to parents evening
- Establish a SEND working party

Monitoring of plans

This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.

Awareness

Process for identifying barriers

- Observations of learning, pupil comments
- Feedback from pupils, parents, staff and visitors
- Curriculum and provision review
- Feedback from external agencies
- Governor visits

Summary of progress to date

- Staff have attended training on specific areas of SEN/D (e.g. ASD, speech and language, sensory processing difficulties, counselling)
- Training for staff on the Equality Act

Objectives for improvement 2016-2019

- Mark world awareness days by getting involved with suggested events/activities in school (e.g. Go Orange Day for Muscular Dystrophe)
- Whole staff ASD training

Monitoring of plans

This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.

Communication

Process for identifying barriers

- Feedback from pupils, parents and other users including Parents' Council, email, questionnaires.
- Feedback from external agencies
- Review of One Page Profile or Education Health Care Plan (or equivalent document) for pupils with SEN/D
- Impact of communication streams in ensuring pupil and parent understanding and participation

Summary of progress to date

- Developed 'one page profile' for vulnerable pupils - these give key information on strengths and difficulties for those pupils
- Pro-active parent contact by SENCO to ensure parents of pupils with SEN/D are listened to and have opportunity to raise concerns or share successes
- Termly review of specific vulnerable pupils

Objectives for improvement 2016-2019

- Termly update on SEN/D pupils at staff meeting and phase meetings to ensure all staff have latest relevant information on specific pupils with SEN/D
- Place a statement on school website to raise awareness of the availability of alternative forms of communication (the local offer)
- Ensure SEND working party has termly meetings

Monitoring of plans

This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.