

Himbleton Church of England First School

ACCESSIBILITY POLICY

2016- 2019

Plan Agreed:16th May 2016

Plan Review: May 2019

Lead Member of Staff: Head Teacher

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:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. 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:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) 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, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Himbleton Church of England First School caters for boys and girls age range 4yrs to 9yrs.

The school comprises of a Victorian school building which has, over the years, had several extensions.. The majority of the school is at ground level. Currently the first storey accommodation includes a staff room, staff cloakroom and storage area and is not used by pupils.

1.

1A: The purpose and direction of the school's plan: vision and values

We aim

- to create a happy, caring successful school where all staff and children feel valued and work together as a team to move forward
- to embrace a partnership between the school and home
- to offer each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- for every individual to have the right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- to help children appreciate that they are members of the wider community in its richness and diversity
- to produce a curriculum in a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values. It will be well planned, taught, resourced and assessed to enable children to make good progress and achieve high standards, both academically and socially.

A school discriminates if it treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification. It fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage.

At Himbleton we work with parents, staff and pupils to ensure that everyone in school is aware of the duties owed to disabled pupils including those children with Special Educational Needs.

As a school we work to embed accessibility considerations into everything we do; in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes. This is reflected in our accessibility plan.

We encourage parents to discuss any Special Educational Needs with the Head teacher so that we can work together to support the child and meet their needs. In order to support all parents and guardians we ask that if pupils, parents/guardians or family members require auxiliary aids and services (eg information in braille, wheelchair access etc) they notify the school in writing as soon as possible.

Special Educational Needs may be social, emotional, physical, intellectual or sensory. Those pupils with special needs join everyday activities with other pupils as appropriate.

At Himbleton, as soon as a concern is raised by a teacher, or parents, the concern is discussed fully with the Head Teacher & Special Needs Coordinator. Support for the child is given individually or in small groups where necessary and outside agencies are consulted and involved as appropriate. Parents are kept informed and involved at every stage.

The school works in line with the statutory requirements of the code of practice for Special Educational Needs.

1B: Information from pupil data and school audit

Data shows that we do not have children with physical accessibility needs at present.

There are a small number of children who have been identified through the SEN register who require additional learning support.

1C: Views of those consulted during the development of the plan

The plan is as a result of consultation with the parents of children identified as having special needs, professional advice from external agencies and recommendations from the SENCO and teaching staff.

The plan will be amended in light of children's changing needs, SENCO advice, parental input, teacher input and professional recommendations

2. The main priorities in the school's plan**2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

The school will ensure staff are appropriately trained and available to support as required. Interventions will be regularly reviewed informally and also at termly pupil progress meetings. Support will be given to parents, to help them help their child.

Under the guidance of the Head teacher and SENCO the staff will work to increase the whole school awareness & understanding of disability.

The school ensures at least 2 members of staff are First Aid at Work Trained, and other members of staff have Emergency First Aid training

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The facilities within the school will be continually reviewed against need, and reorganised when appropriate. The plan will ensure flexibility within the school areas wherever possible. For example, staff rest area is currently upstairs, but this could be relocated into 'Little Office' if the need arose. Staff refreshment can be accessed on the ground floor as well as upstairs.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The school will draw on the expertise of external partners for advice and support. For example speech and language specialists and educational psychologists or from members of the Complex Communication Difficulty Team.

Visual timetabling & cue strips, Special Needs Provision Maps, have been previously been implemented and can be reintroduced if appropriate

3: Making it happen**3A: Management, coordination and implementation**

Whilst we aim to plan ahead, it is important to respond promptly to changing circumstances and when appropriate provide the required resources to enable pupils to access the curriculum.

We work with pre-school providers and parents prior to admission to ensure a smooth transition into school

Whilst the School Development Plan is a key document in forward planning, often opportunities and needs to increase accessibility arise during the school term and are the result of input from specialists, CPD, new resources or changes in a child's needs. In these situations we would work together to improve the access as quickly as possible.

Through CPD and external advice we know we are an inclusive school with data showing all our children achieve and make good progress.

The Head Teacher keeps Governors informed, through Governor Meetings and termly reports. The Head will support governors with recommendations for inclusion on the school accessibility plan. All items on the Accessibility Plan link to the SDP which is reviewed and evaluated annually. Its success is measured in a variety of ways, eg Governor visits, budget payments, staff feedback, pupil feedback, devolved formula grants.

The suitability plan is maintained and held in the school office.

3B: Getting hold of the school's plan

The plan is available on the school website.

A hard copy is available on request from the school office

TARGET	STRATEGIES AND REASONABLE ADJUSTMENTS	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Improving access to the Curriculum				
CPD when appropriate – removing barriers to learning	Training implemented as required – eg. Autism, Speech & Language. Monitor new intake to look at future needs	All pupils are able to access the curriculum	On-going	
Intervention to suit needs of pupils	Provision Mapping and evaluation of interventions - linked to Data results and monitored regularly at PPM	Good Progress made by all pupils	On-going	
Improve support to parents	Provide targeted support to parents to enable them to better support pupils at home	Good progress made by those previously falling behind	On-going	
Develop pupil's understanding of disability	Invite speakers to talk to pupils – fund raising events e.g. Blind Dogs for the Blind	Build in visits/visitors to link to School Values eg Sharing & Caring	On-going	
Improving access to the Physical Environment of the School – Building is a mixture of the old original school and additional classrooms. All classrooms, and ground floor areas are accessible to wheelchairs.				
Review the internal decoration during each school improvement project	Take into account use of colour, structure and access	Internal area and all classrooms improved to take into account the needs of all pupils & staff	On-going	Internal access suits the needs of current pupils Discussions with pre-school settings enables the school to prepare for children with disabilities
Improve Classroom Organisation	Review and reorganise resources and create areas of calmness / timeout areas throughout the school			
Maintain flexibility to ensure the needs of all disabilities can be met	Staff areas currently upstairs, but if need arose, could be relocated to ground floor. Kitchen area available to staff downstairs and BMA would also be made available	Needs of disabled adults met	On-going	
Suitability Plan identifies improvements needed	Regular audit of site to look at areas of concern regarding access to all	Areas for improvement identified and built into plan.	On-going	
Improving the delivery of information for all stakeholders				
Identify needs of parents / carers on Data collection sheet – March 2016.	Identify any needs / size of font, spoken reports, access to school, assembly/performances, seating etc	Annual audit and plan drawn up	Annually	Bigger seats for Parents evening