Rowans Primary School

Accessibility Policy

Agreed by governors: Spring 2016

Reviewed summer 2017

To be reviewed Autumn 2018

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 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 pupil of information which is provided in writing for pupils who are not disabled.

The school's Accessibility policy is resourced, implemented and reviewed and revised as necessary. Attached in an Appendix of action plans showing how the school will address the priorities.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

'A person has a disability if he or she has a physical or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

Key Objective

To reduce and eliminate barriers to access to the curriculum and lead to a full participation in the school community for pupils, prospective pupils, staff and visitors with a disability.

Rowans School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. Rowan is commitment to equal opportunities and is driven by the National Curriculum Inclusion statement. The school:

- Sets suitable learning challenges.
- Responds to pupils' diverse needs.
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils.
- Aims to identify and remove barriers to disabled pupils in every area of school. Rowans makes all children feel welcome irrespective of race, colour, creed and impairment.

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

- Inform all staff of the existence of the Accessibility Policy and its aims for our school.
- Using the experience and expertise of those involved with our school community to create an action plan (see Appendix Action Plan 2) to address needs and prioritise.
- Review meetings will be completed during each academic year between parents, child and relevant school staff to plan for the needs of any child with a disability to ensure their needs are met.
- Where necessary, arising from these meetings, school will seek support from home, support services and other agencies to support the child further.
- Reviews of the School Development Plan and Rowans curriculum will include consideration of curriculum access issues relating to the access of children with a disability and the availability of disabled role models, representation of disabled people in books and teaching material and the inclusion of disability issues in the curriculum.
- Monitoring of access to extra-curricula activities will be monitored to ensure children with disabilities are fairly represented.
- Lesson observations will include a focus on access for children with a disability.

- Monitoring of TA support to enable inclusion of children in subject areas in will be monitored.
- Ensure training for staff is relevant to meeting the needs of children in their care/classes.

Current Situation

A whole range of initiatives and strategies are currently in place to make the curriculum assessable to all which are involved when and if a need is identified. Strategies:

1. Individual, school funded support for 2 pupils with autism.
2. Individual and small group support from outside agencies, resulting from successful referrals to the relevant support services.
3. Individual and small group support delivered by our TAs and funded from within the school SEND budget. This is determined by the relative needs of the children and budgetary constraints.
4. Early support and intervention for literacy for children in younger age groups for phonics and reading and writing.
5. Additional school funded adult support is always provided for our younger children and staff are deployed according to need further up the school.
6. Termly review, or more as needed, to ensure more support is provided as needs change.
7. Additional 0.5 teacher supports in year 6 to ensure children reach their potential.
8. To ensure children feel safe and secure at school and can therefore learn, a lunch club that supports the more vulnerable children is funded by school and additional adults are employed to support children outside.
9. Clubs are provided at lunchtimes to ensure those that need structure have it provided.
10. ICT support is provided through the introduction of appropriate software packages.
11. Full participation is made available to all children in off-site activities including the residential trip for year 6.

Development of the Accessibility Policy

The policy has been informed by:

- Priorities of the local authority.

- The views and aspirations of our staff.

- The views and aspirations of our parents, including those parents of children with disabilities.

- The views and aspirations of outside agencies involved with the school.

Management, co-ordination and Implementation

The school Accessibility Policy will be fully integrated into:

- School development priorities

- SEND policy

- Budgeting considerations and planning

- Health and safety

- The Action plans in the appendix will be reveiwed and revised annually by the leadership team and the Governing Body.

- The review will use parental views, children's views, outcome of data, provision mapping for classes, school development priorities.

- The Action plans in the Appendix will be available to all stakeholders to contribute and comment on at any time.

Appendix 1

Action Plan 1 – Increasing the extent to which disabled pupils can participate in the school curriculum.

Target	Strategies	Outcome	Time Frame
Improve curriculum access for children with a disability.	Liaise with outside agencies.	Children will have strategies to access all areas of the curriculum. Staff will have strategies to support learning	Ongoing.
Training for staff in the teaching of children on the autistic spectrum.	Training for all staff. Specific, focused training for staff working most closely with autistic children. Support in school for staff working with autistic children.	All staff familiar with the needs of autistic children. Some staff more highly trained to provide specific support.	Ongoing.
Monitoring of access to extra-curricular activities by children with disability.	Class teachers to be aware of the needs of disabled teachers when planning extra-curricula activities. Support to be provided by SLT. SLT to monitor attendance in clubs and enrichment opportunities.	All activities can be managed by all children. Additional support is provided to support this.	Ongoing.

Appendix 2

Action Plan 2 – Improving the physical environment of the school to increase the extent to which pupils can take advantage of education and associated services.

Target	Strategies	Outcome	Time Frame
Provide quiet areas for children with autism to learn outside of the classroom.	Identify areas, refurbish as needed. Provide staffing to support it.	Autistic children will have a safe and supportive environment outside of the classroom, when they need it, to learn in. The aim is to provide a virtous circle so that the areas are needed less.	2017/18 financial year.

Appendix 3

Action Plan 3 – improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Target	Strategies	Outcome	Time Frame
Staff to be more aware of the how ICT can be used to present information to some children	ICT software to be installed that includes pictorial representations.	Children who struggle to read will have support to access their learning.	2017/18 financial year.