

Upton St James C of E Primary School



# *ACCESSIBILITY PLAN*

Reviewed by the FGB on 16/07/2018

Date of next review (actions only) Summer 2019

# **Upton St James CE (VC) Primary School Accessibility Plan**

June 2018 – June 2021

## **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.

Copies of this plan are available from the School Office and the school prospectus and website makes this clear.

Date of Plan: June 2018. Plan to be reviewed every 3 years, .action plan to be reviewed annually

Reviewed by FGB 16/07/18

## **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**

Upton St James is a Christian school, serving the needs of the community. Our school has been described as a ‘beacon of hope’ for children and families; developing confident, caring children who are independent, creative learners and who work hard to achieve their best.

We are a Rights Respecting School and the children’s rights, as written in the United Nations Convention on the Rights of the Child, form the core values of our school and are aligned with the Church of England Vision for Education.

We have the highest expectations for our children’s learning, social and emotional aspirations. We want them to have a strong self-belief, self-respect and emotional resilience which will empower them. We work to provide quality learning that develops and extends their skills, ensuring that the school is a fully inclusive, supportive and equal environment where all children know they can achieve success.

We believe ‘every child is an able child’.

Education must develop every child’s character, potential and ability to the full (Article 29, United Nations Convention on the Rights of the Child). All staff and governors have the responsibility to make sure this right is accomplished. This defines the purpose of our school.

Our school is an inclusive school. All staff are trained to use the Thrive approach and this is used to support all children, including those with Special Educational Needs. We hold the Gold Rights Respecting Schools award and our values incorporate the United Nations Convention on the Rights of the Child which states that every child has the right to be the best they can possibly be. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. 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. Upton St James respects the individuality of all our children. This means that equality of opportunity must be a reality for our children irrespective of race, disability, gender, religion or belief, sexual orientation, age, attainment or background.

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 are a small school with a maximum NOR of 105. The proportion of pupils who have special educational needs and/or disabilities is well above average (IDSR for at least

the last 3 years). These needs can be categorised into four broad areas: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and/or physical needs.

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**

IDSR reports show that pupils with SEND make good progress, and no issues have been raised in parental and pupil surveys.

### **The main priorities in the school's plan**

Currently all children with learning disabilities are fully catered for in the school curriculum. Any child with a learning disability is identified in the SEN register and receives appropriate support, identified in the child's Individual Education Plan (IEP). The children participate in all lessons and extra-curricular activities, with additional support as required.

We will take advice on support needed for children with disabilities who may come to the school in future and work with experts to ensure they have the support necessary to fully include them in the life of the school.

### **Increasing the extent to which disabled pupils can participate in the school curriculum. NB by definition, this includes improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

- Within the rolling programme of curriculum policy review and school improvement, ensure that the relevant policies relate to disabled pupils and Rights Respecting Schools agenda.
- Draw on the expertise of external agencies to provide specialist advice and support.
- SENCO to have an overview of the needs of disabled pupils.
- Ensure there are high expectations.
- Ensure there is appropriate deployment and training of learning support staff.
- Share successful practice within the school.
- Work with partner schools.
- Ensure disabled pupils have access to extra-curricular activities.
- Provide information in an appropriate format which takes account of pupils' disabilities e.g. in other languages, audio or Braille format, large print, through sign language etc. if this is necessary

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

The school is situated in a built up area in town. The school playground is small with hard surfaces throughout, very little shelter and very few opportunities for SEND children to develop their sensory needs and emotional resilience through active play or quiet access.

During lesson times, the EYFS and KS1 classes have access from the classroom to a separate outdoor area, with a patio door and some outside shelter to enable easier

access. However, on conversion to academy status in May 2016, and due to an oversight by the MAT during the conversion process, the school lost the right to access St James Patch – a garden and outdoor learning area created and resourced some years earlier to support learning for all children. As a result, children with ASD and physical/sensory needs need further support in order to be able to fully access their learning.

The school is on a level site and all classrooms are on the ground floor. The staff room and the Headteacher’s office are upstairs, accessed by a relatively narrow flight of stairs. However, there is an additional room downstairs which can be used when access to the Headteacher’s office is not possible. All classrooms have fire exits, with doors which are wide enough for wheelchair access, including an automated entry system to the reception area for wheelchair users. There is a disabled toilet on site. The teachers’ PPA room is in a mezzanine area accessed via a spiral staircase but is not used by pupils. Y1/2 class flooring is not fit for purpose as it consists of several different types of surface, increasing the risk of trip and slip hazards, especially for children with physical/sensory disabilities.

Every class in the school and the ICT suite are equipped with electronic whiteboards. However, 4 out of 5 of these boards are no longer fit for purpose as the visibility is poor. Furthermore, two of the classrooms have very large windows. The blinds are too big to be properly controlled and maintained. This means that children, especially those with sight problems, are unable to see their work properly due to the glare of the sun

We need to:

- Ensure that the planned extension and remodelling of the school increases accessibility and addresses priorities identified in the accessibility audit.
- Include accessibility in the school improvement plan.
- Ensure any repairs and replacements to fixtures and fittings increase accessibility.
- Ensure that colour contrast throughout the school is improved within the rolling programme of redecoration.

**Accessibility: Itemised action plan, in order of funding priority**  
**Lead Responsibilities: HT and Resources Committee**

Targets (i.e. success criteria)	Actions to implement	Resources/cost	Time
All chn with sensory/sight/learning needs are able to access teaching and learning through appropriate equipment and resources which means they can see their work.	Replace whiteboards in 4 of the classrooms with ones which do not need an overhead projector and this do not go out of alignment or get affected by glare. Make good the resulting mess caused by moving wires/old boards etc.	£8000	Sept 18
All chn with sensory/sight/learning needs are able to access teaching and learning through appropriate equipment and resources which means they can see their work	Replace blinds in classes 1 /2 and 3/4 with anti- glare film	£2000	Oct 18
All children with physical/ sensory /emotional needs have access to an appropriate learning area which provides for their needs so that their learning needs can be supported	MAT to get our garden back	£???	Before Dec 19
All Y1/2 children including those with SEND, have a stimulating learning environment which encourages and motivates learning	Refurbish the Y1/2 classroom	£3500	By Dec 21

The emotional resilience of children with social/emotional/ behavioural issues is developed through active and engaged play, as recommended in the Thrive approach	Provide and suitable balancing and play equipment in the playground	£2,145	Dec 2019
Policies reflect the school's commitment to removing barriers to learning.	Within the rolling programme of policy review, ensure that policies relate to disabled pupils and the Rights Respecting Schools agenda.	Time: staff meetings, governors' meetings, consultation with parents.	2018-21
The environment is appropriate and staff are well prepared to meet the needs of disabled pupils. Staff have greater understanding of disability issues.	Access external services for advice before pupil starts school, and then to provide ongoing advice and support as required.	Time: for staff to liaise with specialists Financial: purchase of specialised equipment when required.	When appropriate
Staff are deployed effectively and have high expectations of disabled pupils.	Staff attend relevant courses, SENCO to have an overview of the needs of disabled pupils. Share successful practice within the school and with partner schools.		When appropriate
Students with disabilities have access to appropriate curriculum materials.	As learning resources are updated, ensure they will meet the differing needs of pupils.	Cost of new resources and materials.	2018-21
Pupils show understanding of disability issues and provide a supportive environment in which disabled pupils are accepted.	Include disability issues in PSHCE lesson planning. Books and materials reflect a cross section of society.	Cost of new resources.	2018-21
All signage in the school complies with best practice.	Review and improve signage in the school if necessary. Refer to best practice guidance.	Cost of signage	2015-18
Pupils and parents have greater access to information in alternative formats.	Ensure newsletters and information are in an appropriate format.	Cost of printing in Braille, audio versions, large print, other languages	When necessary