

Accessibility Plan Pratts Bottom Primary School Years 2018-2019

Introduction

Pratts Bottom Primary School is an inclusive school in which the achievement and well-being of every child matters. We aim to promote tolerance and understanding of differences in our community. Our children are encouraged to recognise and welcome individual differences because everyone is special. No child is discriminated against because of a learning need or disability. We value the abilities and achievements of all our children, and are committed to providing, for each child, the best possible environment for learning. We endeavour, where appropriate, to fully include all children, whilst meeting each child's individual needs.

Purpose of this Accessibility Plan

The core purpose of this plan is to show how our educational school intends, over time, to increase accessibility to the physical environment, the curriculum and written information for all pupils with a disability. This is linked with the school's duty to make reasonable adjustments, which includes taking positive steps to ensure that disabled pupils can fully participate in the education provided by the school and to avoid any substantial disadvantage.

Definition of disability

Disability is defined by the *Equality Act 2010* as 'a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities'.

Key Aims

For pupils and other members of the school community with a disability to have:

- total access to our school's environment, curriculum and information; and
- full participation in the school community

Principles

- Compliance with the *Equality Act 2010* is consistent with our school's aims and equal opportunities policy and SEN/D Information Report.
- Our staff recognise their duty under the Equality Act:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;

- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; and
- to publish an Accessibility Plan
- In performing their duties governors have regard to the Equality Act 2010, our school:
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability;
 - recognises the effect their disability has on his/her ability to carry out activities; and
 - respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Areas of planning responsibilities

- **Increasing access for disabled pupils to the school curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving teaching and learning lies at the heart of our school. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs with both mixed ability and ability groupings. It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

Access to the <i>curriculum</i>					
Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact
Transition meetings take place Procedures in place Early identification of potential needs	To liaise with preschools/ nurse to review potential intake To early identify pupils who may need additional provision	EYFS teacher SENCO	Short term	Each summer term	

All policies clearly reflect inclusive practice and procedure	To review all statutory policies to ensure that they reflect inclusive practice and procedure To comply with the single equality act 2010	Head of School SLT	Short term	Ongoing and reviewed annually	
Raised staff confidence in strategies for differentiation and increased pupil participation	Offer CPD for multisensory teaching, differentiation and recording methods Monitor staff training needs	Head of School SENCO	Short term	Ongoing and as required	
Raised confidence of support staff	Ensure classroom support staff have specific training on disability issues Staff access appropriate CPD Monitor staff training needs	Head of School SENCO	Short term	As required	
All staff aware of individual needs	Ensure all staff are aware of curriculum access for disabled children Whole school, class and individual provision maps in place and regularly reviewed.	SENCO	Short term	Half termly	
Children able to record and access learning using ICT	Use ICT software to support learning Allocate laptops and Ipads where appropriate. Access to touch typing club	SENCO ICT Coordinator	Short term	As required	
All pupils able to access all educational visits and take part in a range of activities	All educational visits to be accessible to all Ensure each new venue is vetted for appropriateness	Educational Visits Officer Class teacher	Short term	As required	

	Risk assessments in place				
All to have access to PE and be able to excel	Review PE curriculum to ensure PE is accessible to all Gather and share information on accessible PE and disability sports	PE Coordinator Inclusion Leader Sports coaches Class teachers	Short term	As required	
Clear coproduction and collaborative working approach with outside professionals and parents/carers to ensure best possible outcomes for children.	To increase effective communication between school and families. To continue to establish close Liaison with outside agencies for pupils with additional needs.	Head of School SENCO	Short term	On going	
Disabled children feel able to participate equally in out of school activities.	Ensure disabled children can take part equally in lunchtime and after school activities	Head of School SENCO Sports coaches	Short term	On going	
Progress is good Provision maps show clear targets and are reviewed evidencing the process of assess plan, do review.	To review attainment and progress of all children with SEND and vulnerable pupils. SLT/PPM/ PPRs/ CT meetings in partnership with parents and carers. Rigorous analysis of continual assessment.	Head of School SENCO Class teachers	Medium term	Termly	

- **Improving access to the physical environment of schools** (this includes improvements to the physical environment of the school and physical aids to access education)
- Pratts Bottom School is a small village school with a Reception class, mixed Year 1 and 2 class, mixed Year 3 and 4 class and a mixed Year 5 and 6 class. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Access to the <i>physical environment</i>					
Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact
1.Provision maps in place for all classes and all staff aware of pupils needs 2. All staff and governors feel confident their needs are met 3.Access issues do not influence recruitment and retention issues.	1.To include resources and provision that increase access in the provision mapping process. 2.Be aware of staff, governors' and parents' access needs and meet as appropriate. 3.Consider access needs during recruitment process	Head of School SENCO	Short term	On going As required	
All disabled pupils and staff are safe in the event of a fire	1.Put in place Personal Emergency Evacuation 2.Plan (PEEP) for all pupils with difficulties 3.Develop a system to ensure all staff are aware of their responsibilities.4. Perform a monthly walk around.	SENCO Head of School Site Manager	Long term On going	As required Each Sept	
Hardware and software available to meet the needs of children as appropriate	1.Alternative equipment in place to ensure access 2.Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	ICT support SENCO	Short term	On-going and as required	

Ensure children with additional needs are not discriminated against.	Host transition meetings to ensure all needs are recognised and addressed before starting and as soon as possible once a child has started if needs not previously known. Including health care plans.	SENCO Head of School Site Manager	Long term	On going	
All medical needs are effectively addressed and that access funding has been applied for when necessary	Conduct parent/carer interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Head Teacher Occupational health	Long term	With immediate effect to be constantly reviewed Head	
Improved awareness of SEND Community cohesion improved	School to have strong links with other SOLA school and other schools in the area	SLT All Staff	Long term	Ongoing	
Ensure all disability statutory requirements are met in all buildings.	To carry out an access audit. Governors to have sight of any access requirements and can identify any funding streams	Governors HT SLT Site Manager	Long term	Ongoing	

- **Improving the delivery of written information to disabled pupils** (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)
- This will include planning to make written information that is normally provided by the school to its pupils, accessible to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should

take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Access to <i>information</i>					
Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact
All children able to access a full curriculum	Individualized multisensory teaching strategies used for pupils with additional needs, including the use of sensory circuits for individual pupils. Speech to text, and assistive technologies used where available including word processing.	All Staff	Short	Ongoing	
Every member of staff aware of children's needs and how best to support them	Annual reviews including pupils with EHCplans and PRAs Medical forms and Health Care plans updates as information received from parents and carers SEND Folders updated as information received by school.	SENCO Teachers Outside professionals	Medium	Ongoing	

All parents receive information in a form that they can access	1. Provide information and letters in clear print and "simple" English 2. School office will support and help parents to access information and complete school forms	School office All staff	Long term	Ongoing	
Children can access written information	Provide suitably enlarged, clear print for pupils with a visual impairment	Teachers TAs/ISAs	Long term	Ongoing	
Children can contribute to meetings about their progress and access needs	Develop review formats that allow the child's view to be gathered	SENCO	Long term	Termly	
Pupils and/or parents feel supported and included	Access to translators, sign language interpreters to be considered and offered if possible Provide information in other languages for pupils or parents who may have difficulty with hearing or speak another language	SENCO	Long term	When required	
All can access information about the school	Provide information in simple language, symbols, large print for prospective pupils or parents/carers who may have difficulty with standard form of printed information Ensure prospectus can be printed in Braille, enlarged print or additional languages as necessary.	Office staff	Long term	When required	

- Head of School retains responsibility for the implementation of the plan.
- Implement the plan by allocating adequate resources in the financial plan

Person Responsible for Reviewing the Accessibility Plan	SENCO Kirsty Fogden
Date of Review	September 2018
Next Review Date	September 2019