



## Manor Primary School Policy Document

### Manor Primary Accessibility Plan

2017-2019

Written	November 2017
Approved by Governors	
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*'Our vision is to create a school community where children grow into happy, confident and responsible individuals, who work hard together to achieve their full potential.'*

## **Schools' duties around accessibility for disabled pupils**

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 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 reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- 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 an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Manor Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

**Manor Primary School aims are included in our Mission Statement**

### **Our Vision**

Our vision is to create a school community where children grow into happy, confident and responsible individuals, who work hard together to achieve their full potential.

### **Mission Statement**

We will enable children to be happy by:

- Providing a welcoming, safe and inclusive environment where all children know that they are truly valued.
- Knowing and nurturing each child as an individual, understanding what they need in order to enjoy their learning and achieve their best.
- Allowing all children to experience a wide range of exciting and enriching learning experiences every day, both within and beyond the classroom.

We will enable children to be confident by:

- Enabling them to succeed at their own individual level.
- Challenging them to do their very best and praising them when they do so.
- Encouraging an understanding that we learn from our mistakes.

We will enable children to be responsible by:

- Providing a disciplined learning environment where the concepts of 'right and wrong' are clearly understood by all.
- Encouraging and rewarding good behaviour, hard work, consideration towards others and respect for everyone.
- Encouraging children to reflect upon and take responsibility for their own learning and their own actions.

We will enable children to achieve to their fullest potential by:

- Having very high expectations of adults and children alike and striving for the best possible standards of teaching and learning.
- Motivating and encouraging children through recognition and celebration of their successes and achievements.
- Closely tracking the progress of every child and providing support at the point of need so no-one slips through the net.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### **The Involvement of Disabled Children and Young People, Staff and Parents**

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the SEN Code of Practice -Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Manor Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion ???

**This plan considers the following three areas as identified in the introduction:**

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

**Increasing the extent to which disabled pupils can participate in the school curriculum**

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process and planning ensuring additional resources are available where appropriate and that needs are identified and met.

The school Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. This includes access to THRIVE

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Advisory team for SEN/ICT and Physical difficulties
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy

- Communication and Interaction Team
- Integrated Childrens Services
- CAMHS
- Outreach teams from specialist settings
- Behaviour Support
- Jeremiah's Journey
- EH4MH

### **Improving access to the physical environment of the school**

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Manor Primary School.

### **Improving the delivery of information to disabled persons**

Staff are aware of the services available through the LA for converting written information into alternative formats.

## Access Improvement Plan

Appendix 1 Access Improvement Plan Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Training for teachers on differentiating the curriculum and effective communication with parents	SENCo HT	Staff training and meetings with parents of SEN pupils arranged Universal high quality teaching in place	Training time TA time allocated Mainstream SEN Provision Matrices; Expectations through Funding Elements 1-3	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed through planning. All parents of children with children with SEN meet teacher at least 3x per year
Training for staff on increasing access to the curriculum for pupils with additional needs	SENCo	Staff training re working with children with difficulties eg visually impaired, Fragile X, Autism, Communication difficulties, Clicker Training	Training time TA time allocated	In place & ongoing - See SEND Action plans	Increased access to the curriculum Needs of all learners met
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCo DH/HT	Literacy progs such as Clicker for pupils with specific recording difficulty. Specific training in word processing skills through	Specialist equipment as listed see Mainstream SEN Provision Matrices; Expectations through Funding Elements 1-3	In place & ongoing Buy I pads with Clicker in 2015-2016 for SEN Cost-	Increased access to the Curriculum Needs of all learners met.

		<p>Touch Type Programme. Laptops Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Visual timetables, ear defenders etc Coloured overlays for pupils with visual difficulty and resources identified by BDA Specially shaped pencils and pens for pupils with grip difficulty. Braille machine. Staff trained as appropriate. Soundfield system</p>			
Appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments	SENCo SBM / HT	Follow advice on contrasting colours & re-decorate as necessary. To review and update following discussions with adviser and parents and pupils.	Build into maintenance budget Audit by LA advisory teacher	In place & ongoing for child who started in in Sept 2015	Physical accessibility of school increased Steps and handrails safer for pupils/adults with visual impairment. Areas maintained on a regular basis.
Provision of wheelchair accessible toilets with changing facilities	SBM / HT	Maintain a wheelchair accessible toilet with changing tables. In both parts of school and swimming pool.	Build into maintenance budget	In place and ongoing	Physical accessibility of school increased Wheelchair accessible toilet and changing facilities available now in swimming pool and in both parts of the school.
Fit grab rails where necessary to aid childrens movements around school eg 3/4 steps into school	SBM / HT	Maintain grab rails around school site, including classrooms and other appropriate locations.	Cost of new grab rails	In place and ongoing	Accessibility of school & play areas increased. Physically impaired pupils able to access all areas.
Improvements to help the visually impaired	SBM / HT	See audit from John Haynes	Cost of decoration	Complete and on-going	Hazards highlighted to increase safety for

Access into school and reception to be fully compliant	SBM / HT	Designated disabled parking Automatic doors fitted to main entrance Lifts fitted where necessary and regularly maintained Clear route through school for disabled people, allowing access to all areas	Cost of maintaining automatic doors	Complete and ongoing	visually impaired people. All areas monitored and maintained. Physical accessibility of school increased main entrances and buildings are fully accessible, including Swimming Pool
Improve independent access within school	SBM / HT	Ramps and lifts to ensure access to all parts of the building where necessary	As needed	Completed to meet current needs	Physical accessibility of school increased Disabled people have independent access to all parts of the school, including Swimming Pool Disabled people aware of wheelchair access to all parts of the school
Improve signage to indicate access routes around school	SBM / HT	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school Provide access plan of building in reception area	Cost of signs	ongoing	Physical accessibility of swimming pool increased
Ensure effective access from poolside to water	SBM/HT	Maintain purpose built disabled changing facility, ensure access to pool is accessible to all	Maintain Pool changing rooms	ongoing	Physical accessibility of swimming pool increased
Improve educational experiences for visually impaired pupils	SBM / HT	Ensure blinds in all classes are effective Develop sensory garden.	Maintenance costs and development costs-see below	ongoing	Teaching aids, white boards etc, more easily seen & learning experiences of pupils enhanced.
Improve the quality of provision for children with specific special needs.	SENCo/ SBM / HT	Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs.		Continued devt of sensory room and pond area	The school experience enhanced for children with specific special needs.