



Accessibility Plan 2016 - 2018

INTRODUCTION

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination

- Contenance
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Our planning addresses the following areas:

- Physical facilities
- School curriculum
- Support services
- Awareness
- Communication of information

PHYSICAL FACILITIES

PROCESS FOR IDENTIFYING BARRIERS

- Review of Individual Education Plans or Personal Educational Plans (or equivalent document) for pupils with SEN/D.
- Needs review for enrolment of pupils through discussion with the Headteacher or liaison with Inclusion Service.

SUMMARY OF PROGRESS TO DATE IN LAST THREE YEARS

- The installation of an accessible toilet.
- Capital project to create an intervention room
- Fencing on lower playground to create a safer and more accessible area for pupils with special needs
- Playhouse now at ground level to allow access for all pupils
- Creation of an outdoor intervention room.

OBJECTIVES FOR IMPROVEMENT 2016 – 2018

- Door threshold ramps to be provided on fire exits when required.
- Emergency Evacuation Plans to be written as and when required.
- Visual fire alarm system for pupil/adult toilets as and when required.
- Where classes are painted under routine maintenance, to include contrasting colours to support sensory needs.

MONITORING OF PLANS

This plan to be monitored by the governing body, the SEN Co-ordinator and other relevant staff.

SCHOOL CURRICULUM

PROCESS FOR IDENTIFYING BARRIERS

- Monitoring of class teaching, learning support and impact on progress.
- Data analysis by teachers and SLT at termly pupil progress meetings.
- Review of Individual Education Plans or Personal Education Plans (or equivalent document) for pupils with SEN/D.
- Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school.
- Governor visits.

SUMMARY OF PROGRESS TO DATE IN LAST THREE YEARS

- Laptops have been purchased.
- iPads have been purchased.
- 3 iPads purchased for use by children with SEN, especially children with an EHC Plan.
- Provision of appropriate sensory processing aids and physical aids for specific children following advice from occupational therapist.
- Training given to members of staff for specific interventions in Musical Interaction, Play Scripts, Fit-to-Learn, Talking Partners, Speech and Language and Fit-to-Learn.

OBJECTIVES FOR IMPROVEMENT 2016 – 2018

- Deliver mini-input training at staff meetings and phase meetings to ensure best practice around meeting the needs of learners with SEN/D (e.g. dyslexia friendly classroom, ASD friendly classrooms, SLCN friendly classrooms).
- Staff training to be matched to the priorities determined by current school population (e.g. currently have pupils with SLCN).
- Audit attendance/membership of school clubs by pupils with SEN/D to ensure full access.

MONITORING OF PLANS

This plan to be monitored by the governing body, the SEN Co-ordinator and other relevant staff.

SUPPORT SERVICES

PROCESS FOR IDENTIFYING BARRIERS

- Review of Individual Education Plans or Personal Educational Plans (or equivalent document) for pupils with SEN/D.
- Advice from external agencies.
- Requests and identified needs of pupils and parents through discussion, observation, feedback.
- Keeping up-to-date with local, county and national providers for support, e.g. Local parent support groups or services.
- Governor visits.

SUMMARY OF PROGRESS TO DATE IN LAST THREE YEARS

- Staff training on the role of external agencies and how to access support for pupils (for example, CAMHS) and advice on how schools make a referral for additional advice and support re. SEN/D pupils.
- A Parental Support Advisor (PSA) has been appointed to provide support for families and in school child counselling.

OBJECTIVES FOR IMPROVEMENT 2016 – 2018

- Develop the role of the PSA link with the school in supporting both SEN/D and Pupil Premium children.
- Regularly review the SEN register to identify new pupils and their parents.
- Develop a system for signposting relevant support/networks to parents of pupils with SEN/D.

MONITORING OF PLANS

This plan to be monitored by the governing body, the SEN Co-ordinator and other relevant staff.

AWARENESS

PROCESS FOR IDENTIFYING BARRIERS

- Observations of learning, pupil comments.
- Feedback from pupils, parents, staff and visitors.
- Curriculum and provision review.
- Feedback from external agencies.
- Governor visits.

SUMMARY OF PROGRESS TO DATE IN LAST THREE YEARS

Staff have had training on specific areas of SEN/D (for example, CAMHS and speech and language).

OBJECTIVES FOR IMPROVEMENT 2016 – 2018

- Review of the PSHE curriculum to monitor the extent of disability awareness covered by it.
- Whole staff SLCN training.

MONITORING OF PLANS

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COMMUNICATION

PROCESS FOR IDENTIFYING BARRIERS

- Feedback from pupils, parents and other users including email and questionnaires.
- Feedback from external agencies.
- Review of Individual Education Plans or Personal Education Plans (or equivalent document) for pupils with SEN/D.
- Impact of communication streams in ensuring pupil and parent understanding and participation.

SUMMARY OF PROGRESS TO DATE IN LAST THREE YEARS

- Pro-active parent contact by SENCO and SLT to ensure parents of pupils with SEN/D are listened to and have the opportunity to raise concerns and share success.
- Termly review of specific vulnerable pupils.

OBJECTIVES FOR IMPROVEMENT 2016 – 2018

- Share provision at parent consultation evenings.
- Identify the relevant alternative forms of communicating key information and ensure these are available to parents.
- Embed the use of one-page pupil profiles.

MONITORING OF PLANS

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