



Blaydon West Primary School
Accessibility Action Plan
2016 – 2019

Governing Body July 2016

Blaydon West

**Blaydon West Primary
School**

Accessibility Plan

2016-2019

Introduction

This plan sets out the ongoing actions of the staff and Governing Body to increase access to education for disabled pupils at the school and in accordance with the Department for Education guidelines. We outline how we can promote accessibility for all disabled pupils, staff, parents, governors and visitors to our school through making reasonable adjustments within the confines of the funds available to school. This is also supported in our Disability Equality scheme, SEND policy, Health and Safety policy and other Equal opportunity policies.

The plan identifies the areas in which the school can:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- Ensure that pupils with disabilities are able to mix with other pupils at break times, are not bullied and can be safely accommodated during these periods.

Vision and Values

At Blaydon West Primary School we are committed to providing a fully accessible environment and curriculum which values and includes all children. This will enable them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We recognise the individual needs of all students and aim to maximise everyone's potential. All staff share these responsibilities and we have a member of the senior management team with the responsibility for SEND and inclusion.

We aim to ensure that pupils with disabilities do not suffer exclusion, loneliness or isolation, fit in and any obstacles are removed.

School Information

On average 15.5% of pupils have a special educational need and of those none currently have needs which require significant support or adaptations to the school environment. Over time needs vary and can include difficulties such as speech and language, dyslexia, hearing impairment, emotional and behavioural difficulties and medical needs.

Curriculum Aims

- ❖ The curriculum will encourage all pupils to understand, be interested in and show respect to others, whilst also developing their own self esteem.
- ❖ The curriculum will enable pupils to become literate and numerate, having confidence when communicating, working with and responding to others.
- ❖ The curriculum will enable pupils to develop analytical problem solving skills.
- ❖ The curriculum will develop independence in our pupils enabling them to make healthy, safe life choices for themselves and others.

2. Background:

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This plan sets out the proposals of Blaydon West Primary school to ensure our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:

- ❖ We do not to treat disabled pupils less favourably for a reason related to their disability;
- ❖ We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❖ We will plan to increase access to education for disabled pupils
- ❖ We do not discriminate against anyone as explained in the DDA, 1995
- ❖ We will not allow any form of harassment or bullying of people with a disability
- ❖ We will promote positive attitudes towards anyone living with a disability
- ❖ We will remove barriers which may discourage disabled people from playing a full part in the life of our school
- ❖ We will encourage full participation by everyone in our school activities

Our accessibility action plan is reviewed every 3 years or when changes of legislation necessitate a change.

3. Definitions of disability:

A person has a disability if he or she has a physical or mental impairment that is:

- Substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. Details of disability are collected in the following ways:

- Pupils – from SEND register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence.

4. Principles:

- ❖ Compliance with the above-mentioned legislation is consistent with the school's aims, Equal Opportunities Policy, Teaching and Learning policy and the operation of the school's Special Educational Needs and Disability (SEND) Policy
- ❖ The LA admissions policy, which does not discriminate against a disabled child, applies to our school,
- ❖ We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- ❖ When recruiting staff disabled people will not be discriminated against
- ❖ We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- ❖ We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum 2014, underpinning the development of a more inclusive curriculum:
 - setting suitable learning activities
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils
 - by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities

5. Purpose and direction of the school's plan:

Our Action Plan aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

6. Information from pupil data and school audit:

Information about the needs of disabled people will be gathered through:

- ❖ Pupil admission information
- ❖ Parental questionnaire
- ❖ SIMS data
- ❖ SEND reviews/EHC Plans
- ❖ Recruitment process
- ❖ Discussion with relevant medical professionals and other outside support agencies
- ❖ Transition meetings with Nurseries or other Schools

Achievements of disabled people will be gathered through:

- ❖ Data analysis (progress made and value added scores)
- ❖ Records of achievement
- ❖ Celebration assemblies, certificates, letters home, etc.

Information is gathered as part of the school's self-evaluation process and Assessment For Learning Strategies and is used to inform future plans and schemes.

7. Views of those who will be consulted during the development and annual review of the plan:

To ensure our school is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we will consult those who have an understanding of different disabilities and the barriers they present. Those who may be consulted in the development and on-going review of our AAP include:

- ❖ Pupils with and without a disability
- ❖ Parents of pupils who have a disability
- ❖ Staff
- ❖ Governors
- ❖ Members of our community with relevant experience
- ❖ Members of the LA SEND team, Local Special Schools and Outreach Teams

Our consultations will include questions about barriers to learning and full involvement in school life. We will discuss:

- ❖ Movement around the building and grounds
- ❖ Having equal opportunity to access lessons and other activities
- ❖ How we could improve communication between home and school

8. The main priorities in the school's plan:

- ❖ Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum
- ❖ Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs
- ❖ Improve the accessibility of written information to disabled pupils, young people and adults

9. Making it happen:

- ❖ Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- ❖ Children have individual learning targets, closely monitored and regularly reviewed
- ❖ All staff have regular CPD which leads to a good understanding of the needs of disabled pupils
- ❖ Analysis of value-added figures allows us to measure the impact of intervention and support strategies for children on the Disability Register (DR)
- ❖ Teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities
- ❖ SEND register is kept up to date
- ❖ Appropriate and specific intervention programmes for pupils with SEND
- ❖ Advice is sought from SEND & Disability Support Service (SEND) Advisory Teacher, Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable' adjustments to :

(a) the building and grounds:

- ❖ Structured and supportive playtime and lunchtime activities such playground buddies
- ❖ As far as possible ensuring all adjustments to current buildings are DDA compliant
- ❖ Denote hazards for the visually impaired
- ❖ Flexibility of seating arrangements to suit need

(b) Learning and Teaching:

- ❖ We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- ❖ Academic progress is monitored and 'value added' considered
- ❖ Additional support (small group or 1:1) will be provided if required and part of intervention, medical care plan or EHC plan
- ❖ Targets will be monitored regularly
- ❖ Targets and progress towards them will be reported to parents regularly
- ❖ Using RAISE ONLINE, SIMS and monitoring in school by senior staff, we are able to track and analyse the achievement of all our pupils
- ❖ Review of policies in school is ongoing, including updates to the Anti-bullying Policy.
- ❖ The school website has details our Local Offer for pupils with SEND

(c) Communication methods

- ❖ Use of interactive whiteboards
- ❖ Use of ICT resources by pupils
- ❖ Visual timetables for some pupils
- ❖ Newsletters to parents
- ❖ Diary and news pages on the school website
- ❖ Informal discussions with parents
- ❖ Telephone messages and conversations with parents
- ❖ Text messaging
- ❖ Use of the Marvelous Me app
- ❖ Most information is available electronically and can be converted to other appropriate formats

The effectiveness of these adjustments will be monitored regularly and the opinions of appropriate stakeholders canvassed. Feedback will come from:

- ❖ Pupil interviews
- ❖ School Council
- ❖ Parental questionnaires
- ❖ Staff opinions (teaching and non-teaching)
- ❖ Governors
- ❖ Other visitors and users of the school
- ❖ Outside Agencies (Including SEND team)

Monitoring and Impact Assessments

The Governing Body will review the Action Plan. We will measure the impact of any changes or initiatives on the quality of school life in its widest sense for those pupils on our disability register.

This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:

- ❖ Pupils interviews
- ❖ Increasing staff awareness
- ❖ Parental questionnaires
- ❖ Analysis of assessment data

ACCESSIBILITY ACTION PLAN

Sept 2016 - 2019

	Activity/resources	Responsible	Timescale	Outcome
Collecting views to inform scheme	Collect views of pupils on disability register through pupil interviews (Annually during SEND review meetings each summer)	SENCO	Annually – April/June	
	Send out/collect in questionnaires to parents (Annual general survey and separately to parents of SEND pupils prior to SEND review meetings)	HT / SENCO	Annually – July (General) & March (SEND)	
	Revise new admissions pack to include questions for parents of children with disability	FSC	Annually (May)	
	Collect views of disabled users of school with specific focus on reading letters and information sent home. Direct contact with known parents.	All staff	Ongoing	
	Keep staff updated in terms of information sharing, training and collection of their views;	All staff	Ongoing.	
	Discussion with parents and pupils at Parent's Evenings,	All Teaching Staff	Ongoing	
	Consideration of collected stakeholders' views	HT & SEND Governor	Annually (July)	

	Activity	Responsible	Timescale	Outcome
Access to Premises and Environment	Where needed consider as part of the audit the provision of ramps and improvements to doorways; the provision of furniture and apparatus to improve access.	HT & Governors	On-going according to development	
	Plan for and act on the recommendations from the Accessibility audit and annual premises audit, for the making of reasonable adjustments as far as possible and reasonable within the school's budget. (Further actions to be developed following audit).	HT; Health & Safety Governor & Finance Committee	Annual	
	Ensure where needed appropriate seating for those with disabilities is available for: * Visitors * Staff * Pupils	HT; SENCO; Caretaker	On-going for pupils and staff through SEND review and Performance Management meetings.	
	Ensure that corridors and all classrooms are free from fixed hazards/obstructions which would limit access for those with Physical and Visual disabilities: * Physical – classrooms to be accessible for all pupils/staff with disability at all times – where possible fully understanding the nature of the building * Contrasting decoration/colours/textures used to identify hazards for those with visual impairment whenever areas are decorate	HT; Caretaker; SENCO; Finance Committee	Ongoing	
	Replace and/or redecorate any nosings and rails to steps		19. Replace and/or redecorate any nosings and rails to steps	

Access to Curriculum (Learning and Social)	Activity	Responsible	Timescale	Outcome
	Review school resources to check that they are accessible for pupils with physical, hearing or visual disabilities.	Curriculum co-ordinators	Annual audit review –	
	Include information and key statutory documents with regard to Disability/Equality on school website/learning platform	HT, Admin team	Annual review	
	Include aspects of Disability Equality in school assemblies and worship	HT; All staff	On going	
	Increase awareness of and positive attitudes towards disability through the curriculum	All teachers	Ongoing- PSHCE	
	Conduct audit of the physical environment of the school and make recommendations for any necessary actions	SLT/SMT	Learning walks	
	Review school text books and reading books and when possible ensure current and future purchases promote disabled people positively and equally to those without disability	Literacy Co-ordinator/PSHCE lead	Annual review	
	Review of other linked policies: SEND, Health and Safety, Equal Opportunities, Anti-bullying, Curriculum, Learning and Teaching	Staff and governors	Ongoing	

Ensure staff are fully briefed and up to date with AAP and that it is added to induction training of new staff	HT and SENDCO	Ongoing as and when necessary	
Share good practice relating to disability issues and data	All staff	Ongoing	
Monitoring of teachers' planning will include careful consideration of differentiation and 'reasonable adjustments'	HT/ DHT /SMT	Ongoing	
Explore training opportunities to up skill teachers in meeting the needs of children with specific needs such as dyslexia.	HT/DHT/all staff	Ongoing	

	Activity	Responsible	Timescale	Outcome
Access to Information	Establish and update Disability Register. (Pupils and staff)	HT; SENDCO; Admin team; All teachers	Annually – July/September; then as required for in year transfers	
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc; look at ways of reducing communication barriers for those with visual impairment or dyslexia	HT; SENCO; Admin team	Ongoing	
	Termly Progress Meetings, where needs, issues and performance of pupils on DR are discussed	HT; DHT, All Staff	Ongoing,	Termly Progress Meetings, where needs, issues and performance of pupils on DR are discussed