Goodrich Community Primary School

School Accessibility Plan 2016- 2019

This plan is drawn up as a facet of the EQUALITY ACT 2010. The Equality Act 2010 (Specific Duties) Regulations came into force on 1st October 2010. The act replaces previous anti-discrimination laws with a single act to make the law simpler and remove inconsistencies. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly.
Every person has one or more of the characteristics, so the act protects everyone against unfair treatment.

This plan relates to accessibility for disabled persons at Goodrich Community Primary School. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DFES in July 2002.

Definition of Disability

The Equalities Act 2010 defines disability as follows:

'A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to perform normal day-to-day activities

Key objective

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

The plan will include how the school will:
- ➢ improve the physical environment
- ➢ make improvements in the provision of information
- ➢ increase access to the curriculum

Principles
- ❖ Compliance with the Equalities Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
- ❖ The school recognises its duty under the Equalities Act 2010:

- 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.
  to publish an Accessibility Plan.

- ❖ In performing their duties, governors and staff will have regard to the Code of Practice
- ❖ The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities, and respects the parent's and child's right to confidentiality.
- ❖ The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum:
  setting suitable learning challenges

- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The context of the school

Goodrich is a large community school comprising of four Victorian buildings two of which have three floors. These vary in shape and design. Over the last four years the school landscape has been significantly improved in order to maximize the safe learning and play space.
Goodrich Community welcomes children with physical disabilities. Parents are invited to contact the school to discuss their son/daughter's disabilities and to discuss any special arrangements that may have to be made to allow the child full access to the school curriculum and its resources.

Current Range of known disabilities
The school has children with a range of disabilities that include moderate and specific learning disabilities. We have a small number of pupils and parents who have a hearing impairment and visual impairment.
At present we have no wheelchair dependent pupils, parents or members of staff. Although the school is a Victorian building we are able to make reasonable adjustments such as access to ground floor classrooms. To support children with disabilities the school has a sensory room with padding and soft play equipment.

When a pupil's disability might prevent access to the curriculum we seek to modify our approach to the curriculum or to alter our physical arrangements. Practical examples of how we achieve this have been:

- Providing pupils with physical disabilities with appropriately adapted or different activities within PE
- Providing opportunities for individual additional support within and outside the classroom
- Extra support at transition times such as lunch and play
- Provision of assistive technology e.g. Clicker 6
- Use of symbol systems e.g. Makaton, PECS

- Providing tables of the appropriate height to allow wheelchair access
- Reorganising classroom layout to improve pupil movement.
- Disabled pupil and adult toilets and toilet frames

Increase access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. 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 within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Improving access to the physical environment of the school

Goodrich Community Primary School is continuing to grow and develop its learning space. 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 constantly review the resources provision.

Improving the delivery of written information to disabled pupils

We ensure that written information that is normally provided by the school is accessible to all pupils and their families ie larger print texts, face to face discussions. 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. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

The Accessibility Plan will be published on the school website.

Approved……………………………………………………..

Date………………………………………………………….

TARGET	STRATEGIES/TASKS	TIME SCALE	Resources	RESPONSIBILITY	SUCCESS CRITERIA	MONITORING
Ensure teaching staff have specific training on disability issues	• Audit of staff's current skills training and experience • Staff access to appropriate CPD. • Focus on Hearing Loss and ASD for 2014/15 • Staff induction procedures include reference to disability. • All LSA'S to receive training in anaphylaxis and use of epipen • Members of support staff to be sickle cell trained • All teachers and some support staff are trained in epilepsy • Members of support staff to be first aid trained • SENCo and school nurse to produce and distribute care plans for pupils who need them. • LSAs and TAs are engaged	Ongoing Spring Term 2017 Epipen workshop for staff all staff trained by Autumn Workshop on Epilepsy Spring 2016 As required All support staff trained by Autumn 2016 Ongoing	1x staff meeting Hearing Impairment Service half a day to do assessments and 1x staff meeting Autism Support Specialist nurses-half day training	Inclusion Manager/SENCo	Raised confidence of support staff and staff who are secure in their ability to enable pupils with learning difficulties and disabilities to access more of the curriculum All teachers aware of children in their class with care plans. TAs using the support and activity materials provided by external agencies to effectively assist their pupil to break down barriers to their learning.	Headteacher
Ensure ICT appropriate for pupils with disabilities.	• Review accessibility of ICT (including notepads and smartboards) using specialist expertise • Prioritise new software for purchase	Started Spring 2016 and is ongoing.	IT technician to monitor and update software	ICT Leaders, Inclusion Manger and SENCo	Wider use of SEN resources in classrooms. Planning includes IT links and recourses used to support independent learning.	Senior Leadership Team

	• Train TAs in Communicate in Print • Liaise with outside agencies on information with regard to visual impaired and hearing				
Create effective learning environments for all utilising feedback from pupil groups	• Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. • Circulate "Reasonable Adjustments" Classroom Checklist to all staff. • Ensure all classrooms and resources are organised in accordance with pupil need. • Seek issues and feedback from Parent and Pupil Surveys.	Ongoing Autumn 2016	Time for teachers to put in place reasonable adjustments.	Inclusion Manger/SENCo	Personalised support is well tailored to enable each pupil to engage with every aspect of the curriculum. Evidence from planning that opportunities for extending pupils in all areas of the curriculum are in line with revised objectives	Learning environment audits by Senior / Middle Leadership Team Lesson observations and planning.
Ensure the new curriculum is fully accessible to pupils with any type of difficulty or disability.	• Consider alternative communication systems e.g. PECS • Consider the way in which information is presented to pupils • Consider ways in which pupils can communicate their ideas.	Ongoing	Speech and Language Therapist -half day for training in PECS	Subject leaders Inclusion Manager/SENCo		Leadership Team
Review PE curriculum to ensure PE accessible to all	• Gather information on accessible PE and disability sports	As required		PE leader		

	• Seek disabled sports people to come into school. • Risk assessments to be written for children eg Brittle bones					
Access to wider curriculum. All school trips and visits to be accessible for pupils with learning or physical disabilities.	• Audit participation in extra- curricular activities and identify any barriers • Ensure each new venue is vetted for appropriateness. • Thorough planning. • Risk assessments • Investigate TA flexibility to cover extra -curricular activities if needed. • School visits policy reviewed.	Ongoing Autumn 2016		Senior leaders and middle leaders	All pupils able to access all educational visits and take part in a range of activities	Inclusion Manager/SENCo
Ensure that after school clubs and care provision facilities are accessible for all pupils	• Ensure access is available for all pupils including those with physical and sensory disabilities. • Provide adult support if necessary • Make physical adaptations as required	Autumn 2016 As required	Budget for clubs provision. New equipment as needed.	Leaders of after-school clubs		Headteacher Feedback from parents and pupils
Premises To take account of the needs of pupils and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and	• Where possible install ramps to allow free access to lower areas of the school • Personal care is managed effectively with the present disabled facilities • Ensuring that things such as lighting, acoustic	Autumn 2016 Ongoing		Site manager, Inclusion Manager	Children with identified needs are successfully integrated as a resultof environmental adaptations where needed and as a result of targeted support and advice.	Head and Deputy Head.

refurbishments of the site and premises	treatment and colour schemes are taken account of in the new building and when refurbishing old building.	Ongoing				
	• Identify accessible play equipment (School Council involved in designing new area)	Autumn 2016				
	• Create personal evacuation plans	As required				
	• Improve signage of evacuation procedure, internet safety, fire drill etc…	As required				
	• Review new signage of room functions	Autumn 2016				
	• Ensure care plans are in place to support all pupils with mobility issues	On going				
Attitudes To promote positive attitudes to disability	• Review PSHE Curriculum. • Involve local disability groups in assemblies and visits to school • Ensure that the achievements of all pupils are celebrated	Summer 2016 Ongoing		PSHE leader And Headteacher		Headteacher
To make documents/information available in alternative formats	• Identify children, parents and members of the local community who may need to access information in different formats e.g.	Ongoing and as required		Admin Manager	School provides for children, parents and local community who may need to access information in different	Inclusion Manager/SENCo

	interpreters, signers. • Large print and audio formats as required formats as appropriate • Review accessibility of newsletter and letters for parents. • Monitor uptake of documents in alternative formats. • Use of Communicate in Print Software				formats.	