



# **ROYLES BROOK PRIMARY SCHOOL**

## **ACCESSIBILITY PLAN**

Three-year period covered by the plan: 2018-2020

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002 the Governing Body has had 3 key duties towards disabled pupils, under Part 4 of the DDA:-

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the Royles Brook Primary School to increase access to education for disabled pupils in these three areas required by the planning duties in the DDA:-

- Increase the extent to which the disabled pupils can participate in 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)
- Improve 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, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **Definition of disability**

The DDA defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, 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.

A significant number of pupils are included in the definition.

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

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- 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.

### **Disability and special educational needs**

Many children who have SEN will also be defined as having a disability under the DDA. For planning purposes and for the avoidance of discrimination, it may be helpful to think of more pupils with SEN being included in the definition of disability rather than fewer. It is likely that many of the pupils who have SEN will count as disabled.

However, not all children who are defined as disabled will have SEN. For example those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. In particular some children whose emotional and behaviour difficulties have their origins in social or domestic circumstances may fall outside the definition.

### **Starting points**

The purpose and direction of the school's plan is to allow all our children to attain high vision and values

The school's mission statement is "standards of individual achievement in a happy, friendly and secure environment".

We aim to teach the knowledge and skills relevant to the individual needs of all our pupils, to develop positive attitudes towards learning so that they may grow in confidence and achieve their full potential.

We endeavour to achieve this within a stimulating and caring environment where self-discipline, respect for others and good manners are valued and encouraged.

We seek to develop positive links with the ever-changing community we serve so that the time children spend in our school is a worthwhile foundation for their future life in society.

Our commitment reflects the National Curriculum Inclusion Statement and clearly includes disabled pupils. All our staff aspires to:

- Set suitable learning challenges
- Respond to pupil's diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- As a school we are realistic in all we attempt to do, we react to events which are very personal to our situation with common sense and compassion.

In line with our Equal Opportunities Policy we aim to treat every member of our school equally, including disabled pupils. We are committed to providing access to the life of our school for all our pupils.

### **Contextual Information**

Royles Brook Primary School is a one floor school with direct access for wheelchairs. The building also has disabled toilet/washing facilities, signage and lighting. As a matter of course the school reviews policies, practices and procedures relating to health and safety, behaviour, anti-bullying and school trips.

Our school carefully tracks progress made by all pupils, including those with disabilities. This is based on end of KS1 and 2 results and the Reception baseline. Where pupils' disabilities exempt them from such testing, staff use other forms of assessment (including observation and PIVATS) to assess progress. Strategies such as lesson or playtime observations are employed to provide information to show how well disabled pupils are accessing the curriculum and general school life. This may be used to inform IEP targets and to support the Every Child Matters agenda,

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

All our pupils are encouraged to take part in extra- curricular activities and in additional PE/Sport sessions (with our aim to provide two hours of quality PE/Sport for all pupils weekly).

---

### **Views of those consulted during the development of the plan**

Pupils with SEN statements may have access to their own teaching assistant support. Children who are identified with SEN needs or who have disabilities receive additional support within class (e.g. in small groups for literacy or numeracy) or timetabled individual support from TAs/SENCO. We are a 'listening school' and pupils' views and ideas are regularly used to inform practices and procedures.

New parents have been given opportunities to be involved in school life. Feedback from parents is used to inform future planning, including the development of this accessibility plan. Staff work hard to establish positive links with parents, and very basically, get to know them for the benefit of the children. Our school website provides a wealth of information for prospective and present families.

### **Increasing access for disabled pupils to the school curriculum**

Our love of learning drives our curriculum and our daily life. It is essential therefore that all pupils are able to reap the greatest benefit from our provision. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to maintain 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 encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits and necessary adjustments are made to enable all pupils to participate.

<b>Target</b>	<b>Strategies</b>	<b>Time-scale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENDCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	SENDCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

**Improving the physical environment of the school** to increase the extent to which disabled pupils can take advantage of education and associated services.

<b>Target</b>	<b>Strategies</b>	<b>Time-scale</b>	<b>Responsibility</b>	<b>Success criteria</b>
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required	As required	SENDCO	IEPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site supervisor/ School Surveyor	Re-designed buildings are usable by all

Ensure all disabled pupils can be safely evacuated  All fire escape routes are suitable for all	<p>Ensure Personal Emergency Evacuation Plans (PEEPs) are in place for any child with mobility difficulties</p> <p>Put in place Staff Training Emergency Evacuation Plan (PEEP) for all pupils</p>	As required  Each Sept	SENCO  SENCO	Visually impaired people feel safe in school grounds  All disabled pupils and staff working alongside are safe in the event of a fire
Ensure all staff are aware of their responsibilities with the PEEP plan	<p>Live with difficulties on Development system with regard to staff visually impaired and their responsibilities</p> <p>Make sure all areas of school can have wheelchair access (School House excepted) Egress routes visual check</p>	Sept each year or when required	SENDCo	Hardware and software available for all staff, available to all staff, able to use safely independent egress
	<p>Make sure all areas of school can have wheelchair access (School House excepted) Egress routes visual check</p>	As required and as required and as appropriate Weekly	ICT Leader SENDCo	

### **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

In this respect, the school caters for individual needs of disabled pupils in providing for those on the autistic spectrum or those with sight disabilities. For example – picture formats of information/timetables; booklets containing photographs of staff, work areas and classrooms; use of different coloured paper for workshops. Consideration is taken for the seating of pupils with hearing or vision disabilities within the classroom and in assemblies.

Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in “simple” English School office will support and help parents to access information and	During induction On-going Current	KS1/office School Office Office/ Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
--	---	---	---	---

	complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.			
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils and parents/carers with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENDCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENDCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2018	EAL co-ordinator	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website	2018	Office	All can access information about the school



## **Making it happen**

Management, co-ordination and implementation

### **The planning and reviewing process:-**

- The Curriculum Committee oversees the Plan, which is then presented to the Governing Body. The Plan will be reported on annually in the School Brochure and School Profile.
- The Plan will be reviewed each year and revised every three years (or whenever significant changes occur, as part of the SIP) by the Headteacher and school leadership team in conjunction with the Curriculum Committee and Governing Body.
- Evidence considered during evaluation of the Plan will include – verbal and/or written responses, assessment data and most tellingly, happy and contented children.

### **Co-ordination:-**

The plan is directly linked to other legislation such as the school's SEN provision, DDA duties, equal opportunities and health and safety.

### **Other policies and plans:-**

This Plan is also part of our SDP and appropriate sections within it, together with our Behaviour Policy.

### **Implementation**

- The Headteacher and school leadership team are responsible for leading this Plan
- Timescales are set out within each section of the Plan
- Annual reviews of the Plan are set out above, together with criteria used (see below)

### **Getting hold of the school's plan**

- Royles Brook School makes its Accessibility Plan available on the website and through the School Office
- Appropriate formats (e.g. larger font size) will be provided (depending on needs), together with explanations as required