

OVERFIELDS PRIMARY SCHOOL

ACCESSIBILITY PLAN 2018-2021

Schools duties around accessibility for disabled pupils

This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014. These are the same duties as previously existed under the Disability Discrimination Act.

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 plan sets out the proposals of the Governing Body of Overfields Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA

- Increase 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.

At Overfields Primary School we believe that all children are entitled to a broad, balanced and relevant curriculum. All children are encouraged to achieve their full potential and participate in both the social and academic life of our school. We aim to provide educational experiences that take into account the individual needs of all children and are appropriate to their level of ability. We believe education is the key to a better future for all our children and we are committed to ensuring that every child has the opportunity to achieve their full potential.

The school is aiming to personalize learning for all children, making education more responsive to the diverse needs of individual children and raising the achievement of the many children who are considered to have disabilities. We strongly believe that a focus on early intervention, removing barriers to learning, raising expectations, preventative work and integrated services for children, will deliver real and lasting benefits to children with disabilities and their families.

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 pupils /people and how to provide assistance to enable them to enjoy school as fully as possible.

All our disabled children have full access to the curriculum and wider areas of school life such as school clubs, cultural activities and school visits.

Definition of Disability under the Equality Act 2010 states that a person has a disability if: *'They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities'*.

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 school's population often has children who have some kind of impairment, be it physical or mental. Some children have moderate and specific learning difficulties.

Many children in our school who have SEN could also be defined as having a disability under the DDA. For planning purposes and for the avoidance of discrimination , it is 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 and an Education Health Care Plan, will count as disabled.

However, we have found that 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 needs under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act.

At Overfields Primary School we aim to meet the educational and social needs of all our children.

The majority of staff hold current first aid qualifications, with designated first aiders made aware to all staff.

Before children begin in our Nursery we invite families in to complete an introduction to Nursery programme and for a series of visits with their children. If any child has additional needs the LA and health advisers are contacted for support and guidance. Transition meetings are held between class teachers each year and frequent reviews take place in order to thoroughly discuss children on the SEN register and those who have disabilities.

Medical forms are completed by parents and discussed with the SENCO. Where children have significant health problems, all appropriate adults are informed and photos are displayed in the staff room and kitchen. Some children have Health Care Plans which are drawn up in partnership with parents and other professionals.

Current Provision

The school SEN policy ensures that staff identify, assess and arrange suitable support for pupils with disabilities and special educational needs. Working with the Local Authority and other professionals, the SENCo manages the Educational Health Care Plan process, ensuring additional resources are available where appropriate.

Staff are highly aware by effective communication of the issues faced by our SEN pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive.

We are also constantly looking at ways to enhance the environment to meet the needs of all pupils.

The school works closely with specialist services including:

- Hearing Impaired Service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Learning Support Service and Educational Psychologist

Provision in an emergency

Children with specific physical needs have their own personal evacuation plans. Named adults are responsible for their evacuation in an emergency. We have regular evacuation practices for all children.

Children with specific physical needs will also have specific consideration in the School Emergency Plan. A designated member of staff will have 1:1 responsibility for any child accessed as needing this and it will be part of their individual care plan.

The Access Improvement Plan is reviewed annually by Governors. In addition it will be reviewed every 3 years by a working party following consultation with the larger school community, school council and questionnaires.

Accessibility Plan 2018-2021

Priority	Strategy / Action	Resources	Timescale	Outcomes
Increase access to the curriculum for pupils with a disability	All children are able to access: <ul style="list-style-type: none"> All curriculum areas After school clubs Outdoor education School visits There are no barriers in terms of disability, SEND or financial. Maintain inclusive ethos and react to any changes.	As and when required , subject to need.		Continue to ensure that all children can access all areas of the curriculum.
All school trips and visits need to be accessible to all pupils, including residential.	Ensure venues and means of transport are vetted for suitability. Appropriate risk assessments carried out and adjustments made as necessary for safety.		Ongoing as required Monitored	All pupils are able to access all school trips and take part in a range of activities.
Make available school information , newsletters etc for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested. E.g. Larger print, different languages	Support from multi-cultural service re EAL		All school information available for all who request it.
Appropriate use of specialised equipment to benefit individual pupils and staff	Ongoing review of needs of specialist equipment E.g. for ADHD, physical needs , visually or hearing impaired	Laptops Sloping boards and pencil grips, shaped pencils and pens to aid writing Coloured overlays for pupils with visual difficulty Any identified staff resources	As and when required. Recommendations from assessments. Allocated SEN budget Disability allowance accessed	Pupils supported to make progress. Remove barriers to learning Staff feel suitably equipped to support learning.
Continuing professional development , staff training and CPD	Staff targeted for specific CPD/ training based on individual pupil needs and support they provide in class. Training on Asperger's / ASD/ ADHD/ allergies / Cerebral Palsy / Diabetes	Training time Use of specialist professional bodies to deliver training-cluster/LA & wider	Diabetes / CP – Summer 18 Asthma / allergies – Autumn 18	Staff are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum.
Increase site access to meet diverse needs of pupils, staff, parents and community users.	Review all evacuation plans Monitor signage of evacuation procedures, internet safety, fire drill and other H&S procedures and policies. All relevant policies up to date and seen by all staff	Internet safety staff training H&S audit with LA	Autumn 2015 Autumn 2014 Autumn 2014	Staff secure in knowledge of all H&S procedures and fire evacuation,

Further curriculum development work around disability	A dedicated day on the year covering disability as part of PSHE education Diversity Week Review assembly programme	Appropriate materials for class use. Picture books Local speaker - Stuart Myers, World at your Feet.	Academic year 2018-19	Greater increase in disability awareness throughout the school.
Ensure all policies consider the implications of disability access	Analyse impact of behaviour policy, class expectations, anti-bullying policy, education visits, health provision in relation to pupils with disabilities. Governors & SLT to review policies		Consultation with School council & pupils when reviewing policies.	Pupil voice listened to and acted upon.
Ensure new entrance is compliant with DDA	Wheelchair access Automatic doors Consideration given re height of reception desk	Budget for building work Planning with architect and LA	Completed by 31.08.18	New entrance will be fully compliant with DDA regulations.
Emergency Plan training	All staff are aware of, understand and have undergone training on school emergency plan. Key staff understand their responsibilities. Pupils have experienced schools response to a lockdown.	LA assisted with development of Emergency Plan	HT completed training 20.02.18 Summer term 1 2018 – plan in action exercise	All parties have a thorough understanding of their role in emergency planning and the procedures to be undertaken
Location of new disabled toilet facility in school	Plans re location of toilet to suitable area within school building following separation of entrance Aug 2018.	Budget allocation 2019-20	Completed by Aug 2020	Compliance with DDA Access for all.

