



Wansbeck Primary School Accessibility Policy

2016-2019

WANSBECK PRIMARY SCHOOL

ACCESSIBILITY PLAN

INTRODUCTION

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The 2016-19 action plan will be appended to this document.

Our school has considered three aspects in this accessibility plan:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment to improve accessibility;
- improving the delivery to disabled pupils of written information.

The plan should be read in conjunction with the following documents:

Asset Management Plan

- Behaviour Management Policy
- Learning and Teaching Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- Special Educational Needs Policy

INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE CURRICULUM

‘Inclusion is defined as the process of increasing the participation of pupils in the community, curriculum and culture of the school, through increasing effective teaching and learning for all. The process is aspirational and incremental. It is concerned with identifying and overcoming barriers to learning for all children and young people. It is about improving attendance and punctuality, increasing effective participation in schools and lesson activities and raising achievement. It is a process that reduces the risk for all pupils of exclusion from, or marginalisation within, the education system.

Inclusion involves adapting routines, systems and teaching styles to suit the children, not fitting the children into our systems.’ Inclusion Policy 2014.

To sustain and develop access to the curriculum for disabled pupils, the school will:

- continue to make additional provision as part of our special needs policy, all children catered for according to need- children with mobility problems or hearing difficulties prioritised;

- TA timetables are explicit and reviewed termly- there is a clear message that they are there to ensure that IEP/BESP are delivered and that all groups of children are supported;
- visual timetables are provided for those children who need them [especially autistic spectrum children];
- every term staff write to parents about the areas of study to be undertaken, the HT keeps curriculum overviews/ MTP for each class every term;
- regular newsletters,[at least 1 a month] inform parents of activities including school improvements;
- SENCO to oversee through timetabled provision, provision mapping, planning audits and monitoring
- SENCO on SLT to enable regular reporting of progress or challenges
- High expectations for all both behaviourally and academically are a priority and assessment is prioritised as an area for development;
- continue to liaise with outside agencies such as the school nurse, hearing impaired service, Bridge SLT Ltd, Psychology Direct, pupil support service unit, Unit, visually impaired and physically disabled services to ensure our provision is appropriate;
- use the Parent Support Adviser to ensure equitable integration for all and that relationships with families are a priority;
- continue to highlight the need for speech and language support for all our children but particularly those who have identified needs on their statements;
- use D.F.E. and Q.C.A. guidance on curriculum planning, teaching and learning for pupils with disabilities;
- use progression planning guidance and Assessment of Pupil Progress to ensure incremental continuity and differentiated teaching at the appropriate level;
- provide appropriately differentiated teaching styles and learning activities for disabled pupils, prioritise Visual, Auditory and Kinaesthetic.
- continue to make use of the L.A. publication 'Target setting and Assessment in Kingston upon Hull Schools', D.F.E. guidance on effective assessment and target setting and most importantly the strategy and APP guidelines;
- ensure that the school's inclusion policy is reflected in its practice;
- include inclusion on the SIP plan, prioritise training for the inclusion development program;
- develop curriculum plans to include a review of provision for disabled pupils;
- identify disability as a theme in the collective worship programme;
- focus on removing barriers in every area of school life, to reinforce that this is a whole school responsibility and involves every member of staff;
- provide training for staff working with pupils with disabilities, in particular access to whole school signing as a priority, ensure auditory signifiers like clapping are balanced with visual signs like the zero tolerance sign.

EVALUATION AND REVIEW OF THE ACCESSIBILITY PLAN

The governors, staff and interested parents/corers will review this plan and revise it as part of our self-evaluation programme.

Wansbeck Primary School Accessibility Plan 2016-2019

- Ongoing Access to the curriculum, ensuring planning for individual needs and continuing to raise achievement for all pupils
- February 2016 – refurbishment of the school kitchen, to comply with EHO audit
- 2016-2019 – Refurbishment of Key Stage 1 pupil toilets. To improve physical environment.