



Accessibility Plan 2018 - 2021

1. 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 three 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 school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing 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;
- 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 and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

2. Legal Framework and Schools Planning Duty

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.' The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

Our responsibilities:

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010, these are:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three 'key areas':

- increasing 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;
- 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 and reviewed and revised as necessary. An action plan is attached (Appendix 1) showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured. 1.6. The plan is to be reviewed and updated at least every three years.

3. The purpose and direction of the school's plan: vision and values

At Sherwell Valley Primary School our stated vision is that we are: **Inspiring one another to achieve our potential.** There are three foundations to our work:

1. The **belief** that all our pupils **can** become confident and effective learners
2. The **ambition** that all our pupils **will** become confident and effective learners
3. The **actions** that ensure that all our pupils **do** become confident and effective learners

In practice this means that we, at Sherwell Valley Primary School, are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Sherwell Valley Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching 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 people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been met. As stated above, we are committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policies:

- Special Educational Needs
- Equal Opportunities
- Supporting Pupils at School with Medical Conditions Policy
- Special Educational Needs and Disabilities (SEND) Local Offer – September 2016
- Child Protection & Safeguarding Policy
- Health & Safety policy

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school. We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

4. Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities and work closely with any Early Years settings or other education providers that children attend prior to when they start here so that we are prepared for children when they arrive in school.

We also liaise with parents and professionals involved with the children to ensure we provide the right care for their needs. All people consulted value the ability of the school to cater for the differing needs of pupils. No specific issues regarding children with additional needs were raised in our most recent parent survey.

5. Current good practice happening in school that supports us in meeting this duty

5.1 Current Activities: Increasing the extent to which all pupils can access the school curriculum

Early identification of needs:

- Staff offer home visits to all families with children starting in our Nursery and Reception classes
- Staff work closely with our feeder nurseries and pre-schools throughout the year and have transition arrangements in the Summer Term before children start school, this can include multi-agency meetings with parents and professionals involved with supporting the child where this is necessary
- Our Pastoral Support Worker works closely with families to ensure that we are aware of children's needs as early as possible and provide any additional support they require
- Staff liaise regularly with the School Nurse Team and other professionals
- When concerns are identified, we consult with the relevant health and other professionals as well as the family to best support the child

Continued support in school:

- Our SEN policy ensures that staff identify, assess and arrange suitable extra support and provision for pupils with SEN and/or disability
- Staff work closely with a variety of professionals and specialist services including: Advisory Teachers, Portage Workers, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Chestnut/Mayfield Outreach team, Educational Psychology service, and CAMHS.
- Our SENCO and Teaching staff meet termly to review provision for any children with SEN and/or disabilities
- Our SENCO meets regularly with the Educational Psychology Service to discuss and review all plans for children on our SEN register
- Regular THRIVE sessions are offered to children identified as needing that support
- A range of Maths and Literacy interventions are offered to enable children to fully access the curriculum
- Rainbow's programme available to support children who have experienced bereavement, grief or loss
- Transition through and beyond the school is supported by children being part of a 'class swap' day every Summer Term where they move up to their next class (with next year's Class Teacher)
- The school staff team hold a wide range of skills, expertise and experience of working with children with a wide range of needs including: hearing impairment, visual impairment, physical disability, specialised feeding needs, specific medical conditions (asthma, eczema, ADHD diabetes), specific learning difficulties (dyslexia, dyspraxia, and dyscalculia), speech and language conditions, and emotional difficulties
- There are also a variety of particular spaces in school that are used specifically to support children with particular needs including an expansive woodland area and small rooms designed for work in small groups or with individuals

The school ensures that staff members are trained to meet the needs of all children we care for in school.

5.2 Current Actions: improving access to the physical access to the school

The school site is built on different levels which does present some challenges to the access to the school that the school needs to manage to ensure it is fully accessible at all times. Work and practice that currently enables this to happen includes:

- Refurbishment of existing temporary classroom to create a fully accessible nursery for two year olds
- Entry routes have been identified to the vast majority of classrooms that are fully accessible and are used by all children entering and exiting the building
- Clear signposting of entrances and other high priority areas to ensure all children and families are clear on where they need to go and how they get there
- Agreed practices that allow children or family members with mobility issues to enter the school in a manner that suits their particular need
- Robust and clear risk assessment process carried out where children are identified as having mobility or other issues impacting on their ability to easily move around the school and reasonable steps put in place to enable them to do so
- Step edgings and other trip hazard edgings brightly coloured
- Access to the building and surrounding environment is continually improved through the school's maintenance and redecoration programme

5.3 Current Actions: improving the delivery of information to all people in school

- All documents available in alternative formats (languages, font size etc) on request – this is clearly communicated on the school's website
- Interpreter and sign language practitioners used as and when required
- Text system used where this is the most appropriate method of contact for some families

- Messages sent out in a variety of formats as standard to ensure that they reach all families in the school community (text, email and follow up phone calls if required)

6. Review and Implementation of the Access Plan

This plan will be reviewed annually by the Governing Body of the school and in addition it will be reviewed three yearly by a working party of the Governing Body in consultation with the wider school community.

The review will consider each action identified in the plan and assess whether the success criteria has been met. Any actions that are incomplete or have not been met and are still relevant will be carried forward to the next action plan. To allow the school to track the progress made on its previous plan the 2015-18 plan (Appendix 2) is attached along with the new plan (Appendix 1 – 2018-21).

APPENDIX 1 - Accessibility Plan: May 2018 – April 2021

	Issue	Action	People/Resources	Estimated time	Success Criteria/Evidence of success	ANNUAL REVIEW STATEMENT
Improving Access to the Curriculum						
1	Appropriate resources available to ensure that all children can access the full curriculum	Additional Tablet/IPads purchased to support children	ICT Manager £3000	Autumn Term 2018	IPADs in school and being used by identified children	
		Continue with replacement programme of IWB with panels (better visibility)	£2,500 per panel Replace 2 per year	Summer 2019		
2	Children unable to access curriculum fully due to their PSE needs	THRIVE practitioners training updated / renewed and development of how we consistently deliver THRIVE programme across the school.	SENDCO + SBM + Thrive trained staff £10,000	Summer 2018 onwards	THRIVE delivered across the school with clear outcomes identified for those involved	
		Investigate the feasibility of creating a nurture unit within the school.	Headteacher, SENDCO, SBM Time allocated.	Autumn 2018	Pupils more able to access curriculum across the school due to this specialised support.	
		Contract an Educational Psychologist to support the school and work with teachers to identify how best to support children in school.	Headteacher, SENDCO, SBM, Ed Psych £4,800 per annum + staff release time identified	Ongoing	Ed Pysch visit notes and children's IEPs	In Place
3	School unable to support some children effectively due to a lack of training or knowledge about their needs	Staff training time allocated in staff meeting/Inset time	Headteacher + SENDCO	Ongoing	Training events happen and children with SEND progress well in school	
		Staff release time provided for meetings with professionals who can support the development of their knowledge of certain conditions and children's development.	Headteacher, SENDCO, Teachers and support staff Time allocated to do this	Ongoing	Meetings happen Staff report higher results in staff survey on ability to work effectively with children with additional needs.	

					Improved progress and attainment for SEND children.	
		Staff release time to meet with parents and focus on individual needs (similar to Achievement for All structured conversations)	Headteacher, SENDCO, Teachers Time allocated to do this	Ongoing	Meetings happen Parents report higher satisfaction levels of the school and particularly in SEND questions. Improved progress and attainment for SEND children.	
		Develop as 'Autism Friendly School' - Autism champion to train other staff and support others in working on actions that will have an impact in classes	Autism Champion School staff Time allocated to do this	Autumn 2019	Staff inset training Autism audit demonstrates that classroom practice is adapted to meet the needs of children with autism	
		Continue to develop inclusive, quality first teaching – provide regular updates and information for Teachers and Support Staff on differentiating and personalising the curriculum for pupils with additional needs.	Headteacher, SENDCO, Teachers, support staff	Ongoing	Increased access to the curriculum Needs of all learners met with reasonable adjustments Parents report higher satisfaction levels of the school and particularly in SEND questions. Improved progress and attainment for SEND children.	
4	Ensure that all school trips & residential visits are accessible for pupils with learning or physical	Thorough planning. Advance visits. EVOLVE Form and Risk assessments.	Visit leaders. Educational Visits Co-Ordinator. Head Teacher	On-going	School trips & residential visits are accessible for all pupils.	

	disabilities.		.			
5	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 or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-school clubs. Care Bears Leader.	Ongoing	After-school clubs and care provision is accessible for all pupils. Parents report higher satisfaction levels of the school and particularly in SEND questions.	
Improving Access to the school site and buildings						
6	Slip, trip and fall hazards for individuals with visual impairments	Use appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Caretaker and/or contractor Five rooms: £6,000	Summer 2019	Physical accessibility of the school is increased	
		Repaint edges of steps and edges of other steps in all external areas.	Whole School - £500	Summer 2018	Physical accessibility of the school is increased Fewer slips, trips and falls reported	
		Continue replacement of existing lights to new LED lighting to improve visibility within school	£2,500 per year	ongoing	Fewer slips, trips and falls reported	
7	Ease of access to different areas of the school at all times	Ensure all thoroughfares are kept clear to ensure all can navigate the site easily and safely	Caretaker time allocated	<i>On-going</i>	Physical accessibility of the school is increased Fewer slips, trips and falls reported	
		Make/allow alternative access arrangements for individuals where access might be difficult (different pick up and drop off arrangements for families with mobility issues for example)	Office staff	Summer 2019	Physical accessibility of the school is increased Higher satisfaction levels on Parent Surveys	

		Create designated Disabled Parking space	Caretaker/Contractor £1,000	Summer 2019	Disabled badge holders always have access to parking bay.	
		Maintain provision of working lifts to allow access to all areas of the site to all individuals	Built into maintenance budget	Ongoing	Lifts working at all times	
		Upgrade/replacement of lifts as they become less reliable	£25,000 Liaise with LA	Summer 2021	Replacement lifts in place	
8	Ensure access to necessary services for those who need it	Maintain the provision of wheelchair accessible toilets with electronic changing tables in both parts of the school	Built into maintenance budget	Ongoing	Working services in school	
Improve access to information in the school						
9	Availability of written material in alternative formats	School continues to provide information in alternative formats on request	Built into admin budget	Ongoing	Materials produced for parents/families	
10	Families with EAL may struggle to access basic information about the school	Improve website to allow translation of text from it	£500 – contractor to complete	Summer 2018	Translate option on website	