



Barrington C.E. (VC) Primary School Accessibility Plan 2015- 2018

Introduction

1a. The purpose and direction of the school's plan: vision and values

The 1995 disability Discrimination Act (DDA) requires schools to have an accessibility plan to improve access to education for pupils over time.

We aim to increase this access by reviewing our provision in three areas:

1. Increased access to the curriculum for disabled pupils
2. Improving the physical environment of the school to increase access to education and associated physical services at the school
3. Improve the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled.

We will report our plan to parents annually, and renew our policy every three years.

Financial planning will take the plan's actions into account. Where we encounter problems we will endeavour to find a practical and sensible solution to it which involves the effective and sustainable use of resources.

Our aim is to minimise/remove the potential barriers to learning for disabled pupils or members of our community, and to maximise access to both the curriculum and the physical school buildings. We aim to seek out and respond to the views of key stakeholders and particularly to involve disabled members of our community to gather their views and take this perspective into account when drawing up our plans.

Barrington CE Primary School makes all children feel welcome irrespective of race, colour, creed or impairment.

Barrington School is an inclusive school; we aim to ensure that particular groups of pupils are not disadvantaged in school and to promote their participation and success. These groups may include;

- pupils with disabilities
- girls and boys
- minority ethnic groups, including faith groups, Travellers, asylum seekers and refugees
- pupils who need support to learn English as an additional language (EAL)
- pupils with special educational needs
- gifted and talented pupils
- children "looked after" by the local authority
- sick children
- young carers

- those children from families under stress
- those pupils who are at risk of disaffection and exclusion.

In planning the National Curriculum, our teachers are required to have due regard to the following three principles to help to reduce all barriers to learning:

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

We aim to consult with pupils and parents and to work collaboratively with partners/agencies in the development of the plan, and embed its actions in our School Improvement Plan.

1b. Information from pupil data and school audit

We have 96 pupils with a range of abilities and aptitudes. We currently have a range of pupils with disabilities ranging from pupils on the autistic spectrum, speech and language difficulties and genetic conditions. We currently have 9.6% of our pupils on the special needs register. All our pupils participate in all areas of the curriculum including off-site activities. We have one classroom upstairs to which pupils with a disability may have limited or no access at all at the moment. Teaching assistant timetables are analysed with our pupils' needs and allocated accordingly to offer the maximum support within financial boundaries. We carry our provision mapping termly to ensure we maximise the use of our Teaching Assistant team and intervention programmes for our pupils.

1c Views of those consulted during the development of the plan

Our plans have been informed by the views and aspirations of disabled children and the parents of disabled pupils and the priorities of the local authority.

2. The main priorities in the school's plan

2a: Increasing the extent to which disabled pupils can participate in the school curriculum

- Develop teacher knowledge about how to adapt the curriculum to meet childrens' needs who are working at an age level significantly below their peers.
- Audit skills and knowledge of PE staff and provide training as required.
- Use of SENCo to maximise potential specialist support intervention and diagnostic assessments.
- Rolling CPD programme for teaching assistants for general and specific areas.
- Establishing a termly SEND staff meeting to address the issues on the plan and identify development needs.

2b: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Explore possibility of adding a ramp to mobile main entrance- as above
- Car park area improvement – try to include a nominated disabled parking space for staff and visitors.
- Provision of a diversity of equipment, materials and consumables. to improve access where required e.g. writing blocks, pencils, balls, coloured water, calculators with large keys, enlarged texts etc. – on going to meet changing needs.
- Explore possibility of a ramp to replace steps outside exit at bottom of Class 4.

2c: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Signage around school to be in other languages
- Inclusive discussion of access to information in all parent/teacher annual meetings

3 Management, coordination and implementation

The full governing body takes responsibility for the school accessibility plan, and will report on it annually. The plan will be revised and reviewed on a tri-annual basis, or more frequently if required e.g. if pupils' needs change, or development work is completed.

Parent and pupil consultation will be included via a question in the annual stakeholder's questionnaire. Stakeholders with identified needs (staff, pupils, community members) will be included in action planning wherever possible. The plan will be evaluated via information in the headteacher's/SENCo's reports and school Governor visits. Review will also take place when health and safety visits/SEN visits, and visits and policy review takes place and will be included in part in the school improvement plan review. Wherever possible we will work with other agencies such as ASLTT, LA, Health professionals to co-ordinate the plan.

We aim through professional development to

- Ensure that all staff and governors are aware of the disability discrimination duties as they apply to schools;
- Secure the commitment of all staff to removing barriers and increasing access;
- draw on support from within and beyond the school as needed.

The plan is available as a printed or electronic document from the school office. This will enable the recipient to adjust fonts/colours if required. It will also be available on the school website.

– School Accessibility Plan 2015 – 2018

Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers	<p>To create access plans for individual disabled children as part of the IEP process.</p> <p>Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p>	<p>As required</p> <p>On going</p>	<p>Gill, Ces and Malcolm</p> <p>Ces and Julia</p>	IEP's are in place for disabled pupils, and all staff are aware of pupils' needs.
Explore possibility of adding a ramp to mobile main entrance, exit at bottom of class 3 and to the mobile.	<p>Arrange for quotes</p> <p>Take to business committee for approval – funds permitting</p>	Summer 2017	Ces and Malcolm	The achievement of this is entirely dependent on funding
Car park area improvement	Include a nominated disabled parking space for staff and visitors.	Autumn 2015	Ces	Space is clearly identifiable
Provision of a diversity of equipment, materials and consumables. to improve access where required e.g. writing blocks, pencils, balls, coloured water, calculators with large keys, enlarged texts etc. – on going to meet changing needs.	A rolling programme of needs analysis – supported by the IEP review system	Termly	Class teachers and Gill	All pupils have access to the most appropriate equipment to support their needs.
Ensure all disabled people can be safely evacuated	<p>Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>Ensure all staff are aware of their responsibilities in evacuation</p>	As required	Gill and Ces	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily</p>

Access to the curriculum

Targets	Actions	Timescale	Responsibility	Success Criteria
Develop teacher knowledge about how to adapt the curriculum to meet the needs of children who are working at an age level significantly below their peers.	Identify training needs at regular meetings. Arrange training as necessary Senco to provide support for individual teacherfs as required	Ongoing	Gill and Ces	Lesson observations provide evidence of appropriate differentiation for these pupils.
Audit skills and knowledge of PE staff and provide training as required.	Gill to work with Danie and Johnny to identify training needs and develop a plan for delivery	From Spring 2016	Gill	Danie and Johnny are confident in de livery PE that is accessible for all pupils
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	Gil and Abi	All pupils are able to access all school trips and take part in a range of activities
Use of SENCo to maximise potential specialist support intervention and diagnostic assessments.	Review whether curent time allocation for SEND work is adequate – audit time use.	Summer 2016	Gill and Ces	Monitoring by governors show effective use of Gill's time.
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	Ces	Disabled children feel able to participate equally in out of school activities.
Rolling CPD programme for teaching assistants for general and specific areas.	Gill to manage this programme and report back to Ces	On going	Gill	Teaching assistants are more confident and knowledge about SEND and access issues
Establishing a termly SEND staff meeting to address the issues on the plan and identify development needs.	Gill to plan and deliver the staff meetings and report to Education committee	From September 2015	Gill	Regular reviews and training ensure that all staff are up to date with current training/methods.

Access to information

<u>Targets</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a welcome sign in reception – need to decide which languages to use.	Autumn term 2015	Headteacher / SENCO	All People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages	Annually	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all