

Glade Primary School

Accessibility Plan 2015-2017

Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**. 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 an Accessibility Plan to show how they will meet these duties.

The Equality Act 2010 defines a disability as, 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.' Under this definition, learning difficulties such as developmental delay, dyslexia, autism, hearing or visual difficulties are classified as disabilities.

This **Accessibility Plan** forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. 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 reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access around and 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 people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- To support all parents and carers in our school community

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Access to Premises/Physical Environment					
To explore whether safe access through Fire Doors can be improved for small children and adults with limited mobility.	In consultation with fire safety officers to find whether power-assisted opening would make the doors safer to open for all adults and pupils.	Jan 2016	Cost to be determined following assessment	LW – H&S gov AS – Head DS - Premises	All members of school community are safe inside the building and can move safely through fire doors.
To provide appropriate facilities for children who need to be changed.	To incorporate an approved changing area into the disabled toilets to enable children to be changed safely and appropriately.	Sept 2017	Cost to be determined following assessment	LW – H&S gov AS – Head DS - Premises	All children have access to appropriate changing facilities.
To provide a safe time out space for children to access.	Explore resources such as safespaces.co.uk. To find an area of the school that is central and suitable. Create protocols for use and establish time out cards, routines etc. Update behaviour policy.	Sept 2017	Cost to be determined following assessment	NP – INCO SLT	Children with emotional hyjacks have a safe place to recover and know how to use it appropriately.
Access to Curriculum (Learning and Social)np					
Dyslexia friendly classrooms	Audit existing practice (Autumn 2015) Staged implementation of whole school strategies Monitor impact	July 2016	£250 for resources	NP – INCO CV – Dhead/ literacy leader. EC & LG – KS leaders	Dyslexia friendly classrooms support all children and particularly dyslexic children

	(Consider applying for Dyslexia Friendly School status in 2016-17)				
Implementing a programme for children experiencing loss / bereavement	Explore Bereavement UK website, purchase school info pack. Staff training. Id groups of children who can support each other. Develop a programme. Evaluate.	Ongoing	£250 resources/training then ongoing staff costs and consumables	BS – FSW NP – INCO CV - DHead	Support children experiencing loss Decreased emotional outbursts Increased standards.
Purchase portable RedCat soundfield systems	Explore costs, possibility of borrowing from a local school? Identify children who may experience glue ear or some hearing loss Evaluate impact	By July 2016	Cost of soundfield system (up to £1000??)	NP - INCO	Increased curriculum access for children with glue ear/ mild hearing impairment.
Induction and assessment pack for new starters KS1/2 EAL children	Audit existing practise (Autumn 2015). Investigate possible resources/best practise. Consult EAL advisor. Explore EAL language development resources for iPads. Recordable books for EAL children.	By Jan 2016	£400	NP – INCO	Pack created, staff trained. Info shared.
Develop library of resources for pupils and teachers. To support SEMH	Margot Sunderland books plus picture books.		£250 resources/training	NP – INCO BS - FSW	Books purchased and shared with staff. TAs supporting children with SEMH needs.
Access to Training/ Information					
Annual audit of whole staff expertise and training needs	Create audit template Staff SEN training needs audit. Ask staff to complete Analyse outcomes	Every autumn term	TBD	NP – INCO AS - Head	School aware of staff expertise and needs
Other training in response to identified needs,	Organise the training. Liaise with SEN HUB (KR)	ongoing	None- HUB Or HUB Buy-In		Increased understanding of SEND
To develop library of useful resources for staff to access and to participate in creation	Liaise with SEN HUB	Ongoing Start summer 2015	£500 for books and resources		Increased understanding of SEND

of HUB online resource library.					
Working with Parents					
Develop role of Family Support Worker	Liaise with hub FSW. Allocate member of SLT to offer support and supervision. Service level agreement for FSW. Create awareness of school support with families and staff Be responsive to needs identified.	Autumn 2015	TBD with SMA	KR – Hub SENCO SLT? BS - FSW	Increased participation of 'hard to reach' families Release of HT time doing CAFs/ TACs. More trust and support between school and family