

Accessibility Plan 2015 – 2018

Introduction -The Equality Act 2010

‘The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.’ (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy.
2. The School Prospectus.
3. The Gender and Disability Equality plans.
4. The Behaviour Policy.
5. The Special Educational Needs policy.
6. The SEND and Local Offer for school.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The purpose and direction of the school’s plan: Vision and Values

Bessacarr Primary School has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. Bessacarr School believes that the key to success in meeting the challenges faced by young people in the modern world, is the development of their skills and achievements. This will enable all young people,

including the more vulnerable in our community, to contribute effectively and to take their place as valuable and valued members of society.

At Bessacarr we celebrate diversity and recognise every child's unique characteristics, interests, abilities and learning needs. Diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning of all. We have high ambitions for all learners and promote equality for disabled learners, encouraging and enabling them to participate and achieve in every aspect of school life.

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Governing Body.

The Accessibility Plan

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

- Developing areas around school to further enhance and develop learning, such as the allotment, trim trail, wild area etc.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work
- Using ability groups to target additional needs, with skilled TAs to support learning.
- Buddy schemes to support vulnerable pupils.
- Making every effort to enhance inclusion at all times.
- Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities
- Targeted interventions to support emotional well-being – Thrive, Play For Purpose, Lego Therapy etc.
- Build close workings with the Virtual Schools team for looked after children.

Consultation for the development of the plan

In order for the school to set priorities for the plan, remove any barriers for disabled pupils and to co-ordinate within the Local Authority strategy we have consulted with the Visual Impaired, Hearing Impaired, Physical Accessibility Services and spoken to the parents of a disabled pupil.

The school has categorised accessibility into three key areas:

Increasing the extent to which disabled pupils can participate in the School Curriculum. At Bessacarr School we are aware of the access services available to us and who to contact to help identify barriers for curriculum planning. Deployment and training of Teaching Assistants is a key element for our successful planning as is developing awareness of disability through the curriculum.

Curriculum:

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Using specialist teachers to support learning and to give pastoral and inclusion support.
- Organising Learning and Teaching Assistant (LSA/TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents/pupils are included in the target setting process.
- Using 'P' scales where appropriate to measure progress and achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge.
- Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing a Restorative approaches ethos within school with staff trained in the approach.

Improving the Physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Physical Access:

- The school building is fully accessible for pupils with physical difficulties.
- The outside play areas are flat and almost completely accessible to wheelchair users
- New extension was built to be fully Disability Discrimination Act (DDA) compliant
- Wheelchair access to all buildings that are used day-to-day.
- 2 disabled car park spaces.
- Disabled toilet facilities available in the new build, with wheelchair access.
- Adapted/specialised furniture provided to meet individual needs.
- Private room spaces to enable confidential meetings to take place with SENCO, staff, support agency staff and parents.
- Space for small group work and individualised work for targeted learners.
- Children's learning is shown to be valued by use in displays around the school.
- Access issues take priority in adaptations and improvements of the learning environment.
- Some communal spaces are 'clutter-free' to facilitate easy movement around the buildings.

Information Access:

Improving the delivery to disabled pupils and parents of information that is provided in writing for those who are not disabled. Bessacarr School is aware that information for pupils such as homework, teacher feedback - marking of work, notices and instructions and information to parents normally provided in writing now needs to be available in different formats. Different formats will enable the school community with different impairments to access the information. The school will contact support services should a pupil requiring a specialised format join the school.

- Visual timetables and information supported by signs/symbols for targeted pupils.
- Home-school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils.
- Parents section on website, with access to policies and class activities
- Parents app for letters and other communications
- Text messaging to parents

Information from pupil data and school audit

The Head of School will assess data already in the school regarding pupils who may be included within the Disability Discrimination Act's definition of disability and will access information available on the schools future intake on pupils with a statement who may also be disabled.

An audit of the schools strengths and weaknesses in working with disabled pupils has included:

- Areas of the curriculum to which disabled pupils may have limited or no areas of access.
- Areas of the school to which disabled pupils would have limited or no access at the moment.
- The impact on disabled pupils of the way the school is organised for example school policies, practices and procedures relating to areas such as risk assessments, administration of prescription medicines and the way in which information is currently provided.
- Analysis of outcome data showing achievements and progress made by different groups of children.

Action plan

An action plan for the three areas above has been devised. The proposed adjustments within the action plans will increase access for pupils currently in school, those children who may attend in the future and also visitors coming into school. Bessacarr is also aware of its duties towards any potential disabled members of staff joining the school.

The plan is a three-year working document.

Within each of the three strands, targets are organised as short, medium and long term with target completion dates.

The whole plan will be reviewed annually by the Head of School and Inclusion team. Minutes of the review meetings will be used to develop a revised plan at the end of the duration of the three years.

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head or Deputy Headteacher. The performance of groups, including those with SEN and/or a disability, takes place on an annual basis with each class teacher.

The Head teacher maintains a record which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported to the LA and will be included in the termly report to governors. The SEN Governor also checks this document on at least an annual basis.

