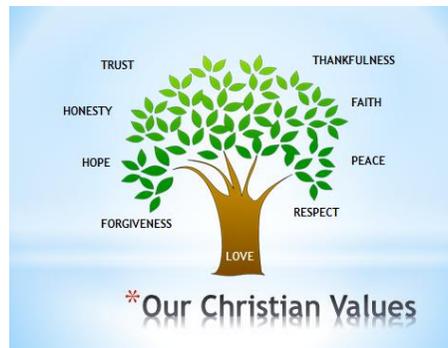


All Saints Benhilton C of E Primary School

Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.



All Saints Benhilton C of E Primary School Accessibility Plan and Disability Equality Scheme

Approved by:	Martin Rowland on behalf of the FGB	Date: October 2019
Last reviewed on:	September 2019	
Next review due by:	September 2022	

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

This plan should be read in conjunction with the school's Policy Statement on Equality. It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Sept 2014
- Schools SEND Information Report Regulations
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2013

This policy was created by the Inclusion Manager – John Belardini, staff, pupils and parents of pupils with disabilities.

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

All Saints Benhilton C.of E. Primary School is committed to ensuring that all its employees, pupils and others involved in the school community, with any form of disability are treated equally. We will ensure that disabled pupils and employees are not treated less favourably in any procedures, practices and service delivery. These are underpinned by our school values, mission statement and embedded within a Christian ethos.

DISABILITY DEFINITION

A disabled person includes:

- a visually or hearing impaired person
- a person with a physical disability
- a person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other ongoing condition such as colitis.
- a person with an autistic spectrum disorder
- a person with dyspraxia and / or ADHD
- a person with dyslexia

This list is not exhaustive, but are main examples as given in the guidance 'Promoting Disability Equality in Schools', page 26, (DES 2006) The school uses the social model of disability as the basis of its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. We understand that the definition of disability under the Disability and Discrimination Act is different from the eligibility criteria for special educational needs. This means that disabled pupils may or may not have special educational needs. The school is committed to the removal of barriers to the progress of disabled pupils. We aim to give all children full access to the curriculum at school and to enable them to participate fully in school life. Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement.

The school:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

The school's policies on Bullying and PHSE promote equality and respect for all regardless of gender, race, colour, creed or impairment. The school's Equal Opportunities policy ensures that everyone is treated fairly and with respect, recognising that people have different needs, therefore treating people equally does not always involve treating them all exactly the same.

1B: Information from pupil data and school audit

All Saints Benhilton C.of E. Primary School became a two form entry school from September 2012 and has 448 children currently on roll. Of these, 46 children have identified disabilities and or special educational needs. These can range from: Social Emotional Mental Health (SEMH), Speech and Language (SLCN), Cognition and Learning, and sensory / physical needs. Within this group, 5 children have an Educational, Health & Care plan and provision is adapted when necessary to enable them to participate fully in school life. One child and one member of staff has Type One Diabetes. 7 children have Health Care plans, some receiving medication on site by staff to support this. Staff administering medication are trained first aiders. One child has a hearing impairment and three have visual impairments, class teachers support these children where appropriate, as well as external agencies.

We will continue to audit the profile of our school population to ensure that we fully identify and include those with disabilities. We are mindful of

the adults in our school community and therefore endeavour to make reasonable adjustments for them, so that they are not disadvantaged in being part of the school community.

2. The main priorities in the school's plan

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

- All Saints Benhilton is a single storey site and is easily accessible via ramped access, wide corridors and appropriate signage / lighting. The recently added classrooms and building are all accessible and there is wheelchair access throughout. There are three disabled friendly toilets at different parts of the school to support those with physical disabilities.
- Visual prompts and resources including visual timetables, 1-5 scale and signs are used to facilitate access for all pupils deemed in need of them, both in and out of the classroom. Additional resources are also provided for those who require it e.g. wobble cushions, seating wedges, fiddle toys etc.
- Enrichment activities are extended to all pupils irrelevant of their needs.
- Through worships, PHSE and outside speakers, disability awareness is promoted in the curriculum.
- Staff working with pupils with disabilities receives appropriate training and support.
- Special provision is made at lunchtime for children who require it to ensure they and others are safe in the school environment.
- Learning breaks are incorporated for all through the use of a ten-minute mile, as well as targeted learning breaks for those who require more. Learning breaks incorporate physical exercises as well as computing software to enhance learning and gross / fine motor skills e.g. chrome books and learn pads.
- Pre-teaching of new concepts, vocabulary is used to enhance and embed learning. Such interventions are tailored to meet the needs of the pupils.
- Our Equal Opportunities and targets underline our commitment to equal access and opportunities for all.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children e.g. A named adult will provide 1 to 1 support as necessary.
- Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability.
- Quality First Teaching is used to target vulnerable pupils, through use of differentiated questioning and work. Individual Education Plans and differentiated curriculums are also written for those who need adaptations. Where this is ineffective, advice and support is sought from external agencies.

Future Developments

- Purchase of specialist furniture and resources as and when required - **SENCO**
- Disability equality issues to be incorporated into the planning and learning in PHSE and RE curriculum, as well as being highlighted during collective worships. Ensuring disabilities are not labelled as a barrier, but an achievement through whole school activities- **RE &**

PHSE lead

- Develop a range of learning resources that are accessible for pupils with different disabilities. Subject co-ordinators to review resources in their curriculum areas and ensure they meet the needs of all pupils within school. When schemes of work and policies are reviewed, check for accessibility. - **All Staff**
- Staff working with children with disabilities, receive appropriate training and support to enhance children's access to the curriculum, develop their independence, promote social interaction and prepare them for all encounters that they will face in future life. **SENCO & LSA's**
- Seek external advice as necessary to ensure that modifications and risk assessments are made which enable all children with disabilities to take a full and active part in extracurricular activities and school trips. – **All staff**
Termly review of Provision Map and IEP's to include appraisal of our provision for disabled pupils. – **SENCO and class teachers.**
- Improve the availability of accessible information for disabled pupils, so that parents and children are not disadvantaged – **All Staff**

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

At present, the school is fully accessible to the children with disabilities.

There are three designated Accessible Toilets that cater for physical disabilities.

Access to the school field via the additional car park for parents with wheelchairs.

The car park nearest to the entrance of the reception has a disabled blue bay for those parents who need it.

Electronic doors and gates support wheelchair access accompanied with fixed and temporary ramps.

Future Developments

- Ensure access to the playgrounds remain suitable for wheelchairs and mobility scooters, so that all parents can deliver and collect their children to and from the classroom doors in KS1 and allotted areas in KS2.
- SEN Policy to take account of developments which may improve access to the curriculum for children with disabilities.
- School to continue to use as necessary the external services available for visually and hearing impaired children.
- Car Park with electronic gate to be more accessible to parents

3: Making it happen

The school will evaluate the effectiveness of this policy in relation to the following key criteria:

- Ongoing awareness of staff and governors on issues relating to disability.
- Are staff using resources which promote understanding of disability?
- Are staff undertaking risk assessments with full regard to the requirements of the DDA and DES, with reasonable adjustments being taken to facilitate access for disabled pupils?
- Have all school policies revised in the last year been checked for their impact on disabled pupils?
- Does the School Improvement Plan respond to the needs of those with disabilities?
- Do we have a clear measurable picture of the disability profile in our school community?

In addition, the school will evaluate the effectiveness of this policy by careful monitoring of its action plan, set out below

3A: Management, coordination and implementation

Lead Responsibilities:

Acting Head teacher: Mrs K. Stanley Bristowe

Inclusion Manager: Mr J. Belardini

Senior leadership team: Staff named above, Mrs L. Craven, Mrs E. Murton, Miss, Ms J. Farley, Mrs N. Brown

Inclusion Governor: Mrs J. Jones

Chair of Premises Com.: Mrs J. Jones

KEY TARGETS

1.	Increasing the extent to which disabled people are equal participants in the life of the school			
Target	Action	Resources	Time scale	Outcomes
Increase confidence and a consistent approach of staff in differentiating the curriculum.	Undertake an audit of staff training needs on differentiation. Learning walks and book scans to support staff. Pupil progress meetings. SENCO/SLT	Workstations. IEPs and Provision Maps. Quality First Teaching. Visuals aids for classrooms and displays. Learning breaks. Modelling good practice. Appropriate classroom resources.	Ongoing as new staff - Ensure NQTs are supported appropriately in meeting the needs of their children.	All staff confident and consistent in a range of differentiation strategies. Children with disabilities make good and strong progress from their individual starting point.
Ensure all school trips and extra-curricular activities are accessible to all.	Individual risk assessments completed for children when appropriate for school trips, in addition to whole class risk assessments. Those eligible for the PPG, have the opportunity for extracurricular clubs to be paid for via this funding or through PE grants. All members of staff	Social stories Visuals Time to talk Additional meeting with Parents Transition books. Offering a wide range of clubs outside of school hours.	Ongoing – a close monitor of those children with SEN and disabilities identifying whether or not they participate / are aware of what is on offer after school	All children in school able to access all school trips and take part in a range of activities. Increase in number of SEND children attending after school clubs.

2.	Raise the profile of disability within school			
Target	Action	Resources	Time scale	Outcomes
High quality resources that are available / effectively support the planned learning outcomes of pupils.	<p>Training for all staff on disability awareness and its incorporation into the curriculum. Ensuring class teachers are aware of the needs of their children. LSA understanding the outcomes for EHCP targets.</p> <p>PSHE Leads/SLT/SENco</p>	<p>Visuals Differentiated resources and activities to support different learning styles and needs. Visits from speakers with disabilities. SEN pupil form highlighting individual needs. SEND pupil voice being implemented.</p>	Ongoing – as and when appropriate.	<p>Children will have a better understanding of different disabilities Children with disabilities will receive high quality lessons appropriate to all children’s needs and learning styles. Improved learning behaviours and level of engagement.</p> <p>Displays, posters and PHSE, RE and PE curriculum to showcase good examples of disability</p>

<p>Monitor effectiveness of this plan on pupil progress and well-being.</p>	<p>Monitor through: Leaning walks Book scans Pupil progress meetings Pupil voice / Parent voice Scrutiny of data Implementation of Jigsaw and "What if curriculum." Posters / displays Worships</p> <p>All staff</p>	<p>Differentiation for all learners. Adaptations to the curriculum. Immediate feedback via assessments. SEND children identified early and interventions / strategies implemented</p>	<p>July 2020</p>	<p>Children able to access the curriculum and make good and strong progress from their individual starting point.</p> <p>SEND children to enjoy coming to school and as a result attendance figures be in line with peers.</p>
<p>Improve the availability of accessible information for disabled pupils.</p>	<p>Open door policy with parents. End of learning celebrations. Current and up to date website. Termly newsletters and updating of parent displays. Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems</p> <p>All staff</p>	<p>As above.</p>	<p>July 2022</p>	<p>Robust record keeping by all staff.</p> <p>Pupils and/or parents feel supported and able to access required information in an appropriate communication</p>

3	Maintain the physical environment of the school to ensure the extent to which disabled people can take advantage of education and associated services			
Target	Action	Resources	Time scale	Outcomes
All parents, visitors with a physical disability will have ease of access to the carpark located near the reception, so that they can use the disabled bay accordingly.	Parents who require access to the gate, call the office and a member of staff will open the gate to ensure that parents with a disability do not have to leave their vehicle. All staff	Clear communication and advertisement with parents and visitors of procedures for the blue bay.	July 2020	Parents and visitors being happy with new procedure. Ease of access to the main reception via the carpark.
Ensuring that particular children with SEND are safe within the environment.	Manual / positive handling training for support staff working with children who require physical support to move around the school and stay safe. Fence to enclose the new building from the car park. School Business Manager and Site manager	CPD – positive handling training for key staff Fence.	When budgets permit.	Staff supporting children with movement around the school will do so appropriately and with the needed care and sensitivity. Reduction of incidents involving children leaving the new building via the back door

3B Access to the plan

The governors will report on the school's Accessibility and Disability Equality Scheme within the school prospectus and or within the school profile on line. This will be linked to other reporting requirements in respect of disabled pupils:

- The arrangements for the admission of disabled pupils (in the school prospectus)
- The requirement for the governors to review policies in line with normal procedures.

Acting Head teacher: Karen Stanley Bristowe
Inclusion Manager: John Belardini

Date: September 2019 Review date: September 2022