

Mill Hill Community Primary School
an Enhanced Mainstream School

Accessibility Plan

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 students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools and local authorities.

At Mill Hill Community Primary School we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

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.

Definition of Disability

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

"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."

Key Objective

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

Our Aims

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum

- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

Action Plan

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and co-ordinated by the governors' premises sub-committee, the curriculum sub-committee, and by the deputy head teacher.

The plan will be made available on request.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the relevant sub-committees.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Westfield Community Primary School.

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Curriculum Access

| Statement | Evidence | Action Required/When? |
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| Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice. | INSET records for individual and whole school training; | Regular SEN Staff Meetings updating advice re knowledge of learning styles. <i>Termly.</i> On-going CPD |
| Pupils with emotional, social and behavioural difficulties are supported in school. | Learning Mentor provides 1:1 and group support. | |
| Classrooms are optimally organised for disabled pupils | Classroom space is large and staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment. | Consider Year Group classroom changes to best meet the needs of disabled pupils. <i>As need arises</i> |

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| Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs. Buddying systems are in place with KS2 classes supporting reading in KS1. | Lesson observation records. Lesson Plans Provision Maps | Continue to implement personalised learning when appropriate. <i>Continuous</i> |
| All pupils are encouraged to take part in music, drama and physical activities. | Full inclusion, extra-curricular clubs, church visits, concerts, performances etc. | |
| Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities. | All staff aware of needs & detailed in planning/IEPs Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for. | |
| All staff plan for additional time required by some disabled pupils to use equipment. | See planning | |
| Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport | Specialist equipment – walker | |
| ICT equipment is provided for & has been fitted with additional software/hardware to allow access for disabled pupils. | Clicker5, enlarged keyboard, joystick & switches | Links with Specialist Advisory Support Service to provide updated software <i>as and when appropriate.</i> |
| School visits are accessible to all pupils, regardless of attainment or impairment. | See Educational Visits policy – consultations with parents as appropriate. ALL risk assessments include info re. Disabled pupils. H&S policy | |
| All staff have high expectations for all pupils | Lesson Observations, tracking & target setting | |

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| All staff strive to remove barriers to learning and participation & value pupil voice. | Lesson observations, IEP Reviews, Daily staff meetings(Regular TA, MSA & SMT meetings) | Continuing CPD |
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AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Physical Access

| Statement | Evidence | Action Required/When? |
|---|---|---|
| The layout of areas such as classrooms, hall, library, reception, playground & field allows access for all pupils. Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs, and steps. | There are double doors or doors wide enough to accommodate a wheelchair. There are ramps leading into school's main entrance, side entrance and exit onto KS2 playground. | |
| Disabled Toilet facilities have sufficient room to accommodate a changing bed & toileting chair. | Installation of fully equipped disabled toilet. | |
| Pathways around school are safe and well signed. | Good signage. | |
| Parking arrangements for all are logical and safe. | Clearly marked disabled parking bay. | Ensure cleared marking of disabled bay |
| Emergency and evacuation systems INFORM ALL pupils. | Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult. | |
| Signs are uncomplicated, and unambiguous. | See signage around school. | |
| School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy. | | When school is redecorated advice regarding best colour scheme to meet the needs of pupils with visual impairment, autism or epilepsy will be sort from appropriate C+I team. |

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| All areas are well lit | Audited by H&S | |
| Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc. | Staff seat hearing impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area. | Hearing loop to be installed <i>as and when necessary</i> . |
| Furniture and equipment selected, adjusted and located appropriately, e.g low level sinks, provision of wheelchair with adjustable height, tray tables fitted to wheelchair, stand, writing slope, wedge support etc | Appropriate furniture/accessories on loan from Occupational Therapy as appropriate. | |

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Access to Information

| Statement | Evidence | Action Required / When? |
|--|---|--|
| Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g, positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties. | External advice given by specialists. Lesson observations. | Staff Meetings to discuss <i>when needs arise and on-going CPD</i> |
| The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format. | | <i>As appropriate as and when requested.</i> |
| The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g, by reading aloud, using overhead projectors/PowerPoint presentations etc | IWB used in every class & Visualisers used for close up demonstration work (i.e needle work, sketching etc) & for enlarging texts. All staff read aloud & for parents who cannot read, | |

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| | information can be read to them. Separate report can be requested to be sent if a parent does not live at same address PowerPoint Presentations used at workshops and parents' meetings. Website updated regularly & weekly news letter sent to all parents. | |
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Policy agreed by the Governing Body

Signed _____

Date _____

To be reviewed 2016