



Scott Primary School

Accessibility Plan

2019 – 2022

Introduction

Schools' duties around accessibility for disabled pupils

At Scott Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure that there are no invisible children, recognising each individual's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Equality Act (2010) can be found at: <https://www.gov.uk/guidance/equality-act-2010-guidance>

The plan must be reviewed every three years.

The Equality Act (2010)

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Under the Equality Act, schools have a duty to make "reasonable adjustments" for people with disabilities (paragraph 4.13)

The Department for Education (DfE) has published advice on the Equality Act, which explains that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

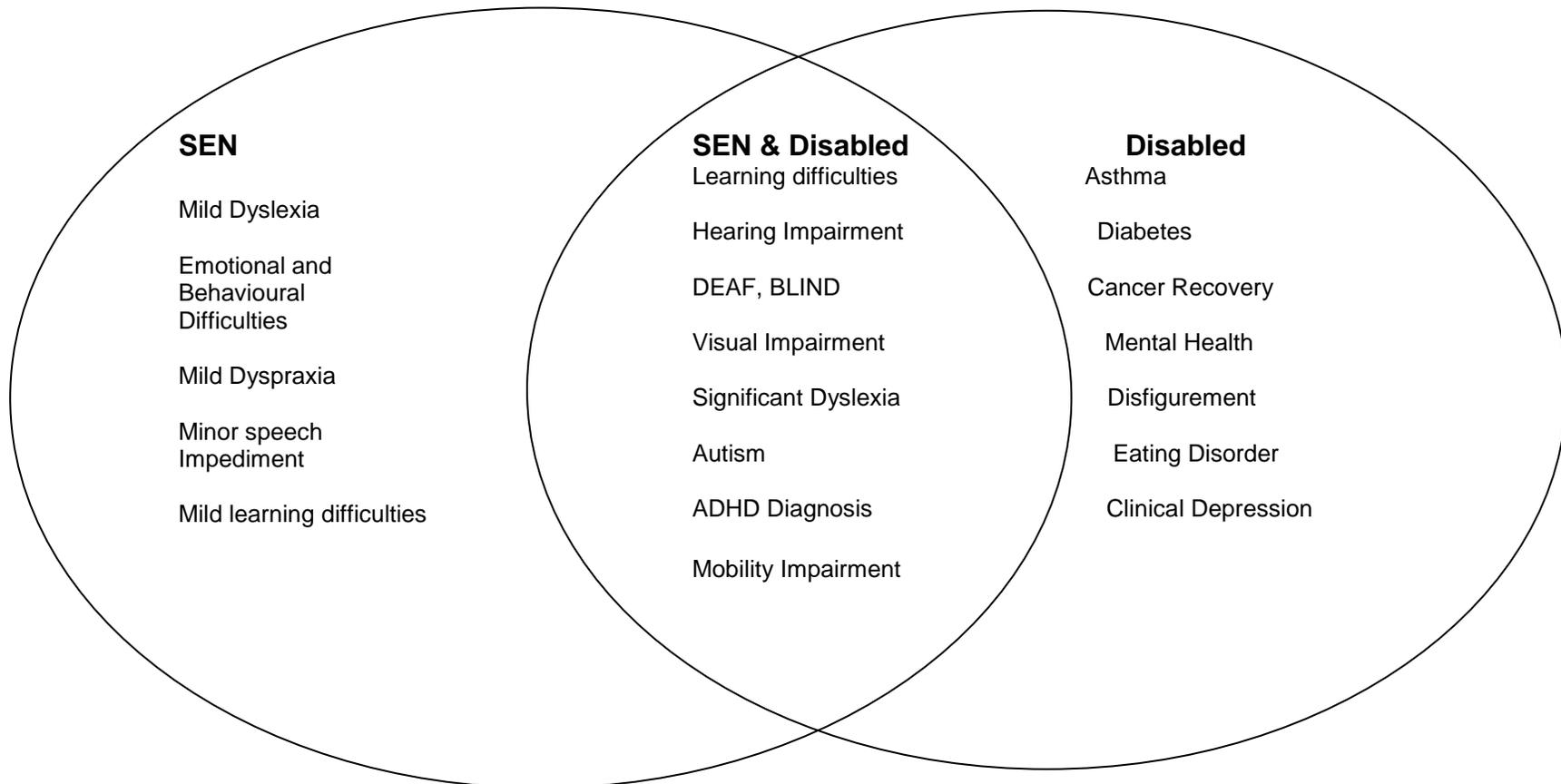
This plan sets out to increase access to education for disabled pupils in the following areas required by the planning duties in the Equality Act:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try to avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to nondisabled pupils.

Long-term and Substantial Impairments

- 'Substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed.
- 'Long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection.

Suggested Overlap of SEN and DDA disability definition for young people



Mental Health

In an NHS survey completed in 2017 (<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017>) statistics showed that one in eight (12.8%) of 5-19 year olds had at least one mental disorder when assessed. This was an increase from the previous survey, conducted in 2004, which showed that one in ten children were assessed as having at least one mental disorder.

With rising numbers of children struggling with mental health issues, it is essential that the Accessibility Plan takes this into account when ensuring that the needs of all disabilities are met.

Vision and Values

Scott Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Scott Primary School Accessibility Plan shows how access is to be improved for disabled pupils,

staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equality Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Scott Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Nurture Group Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Accessibility at Scott Primary School

Scott Primary School's governors and staff pay due regard to government law, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEND Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001).

Scott Primary School will ensure that all staff and governors are aware of the implications of the Equality Act and, through training and development opportunities, embed the good practice across all aspects of school life.

Scott Primary School is on a challenging site, with many different levels, resulting in many steps, however we have tried hard to work towards our vision and a number of the successful outcomes are listed below:

- Equipment has been purchased to support individual children with co-ordination difficulties to have equality of access.
- Parking spaces are available for parents or children with disabilities.
- We have replaced a paved path with a sloped concrete path to facilitate access.

At Scott Primary School we ensure that every child has the best opportunity to achieve. We aim to make "reasonable adjustments" to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve and the action plan shows our wish to continue to develop our practice.

On “access to the curriculum,” we have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning. Scheme of work revisions include measures to ensure that all children, including those with disabilities can access the curriculum. There has been an investment in child friendly keyboards and an increase in the number of laptops available for the children. Writing slopes and foot cushions all allow the children to access the curriculum more readily. Those children who need visual timetables have them in their classrooms and many visual clues are provided for our children.

We monitor the progress of disabled children, as we do with all our children, within the school to ensure that we are helping all children achieve. Through our half termly Pupil Progress Meetings, teachers are accountable for the progress of every child within their class. Barriers to learning are discussed during these Pupil Progress Meetings and future actions are identified.

Involvement

A key starting point for the school's DES will be assessments of:

- The nature of the school population
- The nature of the school, including a consideration of the impact of the school's existing plans and priorities.

The following questions need to be asked:

Who is the school?	Students, parents, staff, governors and visitors
Who is the disabled?	Students and adults presently in the school
Who is not at school?	Absent students, adults through illness and excluded students
Who might we expect in the future?	New intake in Nursery and Reception and stray intake through the year. Other information, such as local/national information on trends in the school and adult population.

As a school, we monitor:

- Participation in extra –curricular activities.
- Issues such as bullying, peer relationships, medicines, role models, wellbeing

We also analyse the impact on disabled people in the way the school is organised, looking at:

- The physical environment and accessibility of the school site.

- School policies and procedures and the effect these have upon students and adults, staff, parents and visitors.
- The way information is provided.
- Priorities in the School Development Plan.

In addition to this provision for students with disabilities, Scott Primary School also takes into consideration:

- i. The recruitment, development and retention of disabled employees through directives set down in the school's Equal Opportunities Policy.
- ii. Parents and carers through information gathered from admission forms and meeting with the parents.

Management, coordination and implementation

The management co-ordination and implementation of the DES is undertaken by the Headteacher.

In addition to this, the Policy and Buildings & Sites committees of the governing body, monitor and evaluate progress of the DES Action plan as a regular item of business. This is done by reporting on data obtained from discussions with students, parents and staff -

- Outcome gaps identified for disabled students
- Progress made by identified students
- Involvement of students in out of school activities

Recent audits have identified areas for improvement and these will become part of the school's action plan. Upon completion parents, students and other stakeholders will be kept informed of progress made towards meeting identified targets.

SCOTT PRIMARY SCHOOL: Action Plan 2019-2022

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Outcome
<p>Strand 1 Increasing the extent to which disabled pupils can participate in the school curriculum</p>	<ul style="list-style-type: none"> • Nurture Groups • Wellbeing groups • Differentiation in weekly class teacher planning • Outdoor Learning • TA support • Sensory Circuits • Changing facilities • Physical resources such as loop scissors, writing slopes • Numicon • Motivator Box • Time to Talk – FS intervention 	<p>To further improve access to the curriculum through CPD from professionals such as the VI Team, ASD Team, OT, etc.</p>	<p>Staff to be aware of services available through the Local Authority.</p> <p>Staff to have access to twice yearly ‘drop-in’ sessions to discuss children’s needs.</p> <p>Provide individual equipment if necessary, such as laptops.</p>	<p>Anita Barker Rebecca Woolston</p>	<p>Teachers have a greater understanding of barriers to children with disabilities learning, and have skills and strategies to support children.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Outcome
<p>Strand 2 Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Disabled parking spaces • Wheelchair accessible toilets • Sloping path into school • Changing facilities • Standing agenda on Building and Sites Governor meetings • Nappy disposal facilities • All steps have yellow paint on the edge • Flip taps in majority of toilets • Hand rails painted red • Parents can collect from office if physically unable to walk to playground • Appropriate seating 	<p>To ensure we have a physical environment which allows access for all and considers the access needs of children, parents and visitors.</p>	<p>To be mindful when undertaking building work that access is a priority.</p> <p>Maintain handrails and paint on steps, this to continue with new buildings</p> <p>Continue rolling program of tap replacement to flip taps.</p> <p>Ensure maintenance of the path between the school sites</p>	<p>Anita Barker Rebecca Woolston Richard Summerfield</p>	<p>Children, parents and visitors to the school can access the school and the school is aware of any barriers that could hinder good access.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Outcome
	for adults with physical needs				
<p>Strand 3 Improve the delivery of written information to pupils, parents and visitors to school.</p>	<ul style="list-style-type: none"> • Information is presented in an accessible way such as written, visual or large print • Visual timetables are used for all children and personalised if needed • Family Worker can support completion of forms and deliver information verbally • Sound buttons • Pictorial • Colour overlays • Homework is differentiated by presentation if needed • Apply for modified 	<p>To improve the access of written information to children, parents and visitors.</p>	<p>All classes to use the same format visual timetable</p> <p>The school will make itself aware of the services available for the converting of written information into alternative formats.</p> <p>The school will review formats published on the website, in order to ensure accessibility for parents with English as an</p>	<p>Anita Barker Rebecca Woolston Di Cowley Lily Weerasirie Class Teachers</p>	<p>Information is clear and accessible to all stakeholders.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Outcome
	tests if needed		<p>additional language, or other needs.</p> <p>Key letters to be translated into a variety of languages.</p>		
<p>Strand 4 Improve staff knowledge of SEND</p>	<ul style="list-style-type: none"> • Educational Psychologist Drop-In sessions • Staff training • Staff questionnaire • Pupil Progress meetings 	<p>To ensure that all staff have a confident knowledge of SEND and the skills required to deliver quality first teaching.</p>	<p>Identify needs of staff – staff audit.</p> <p>Opportunities for staff to observe good practice from other professionals.</p> <p>Provide training opportunities.</p>	<p>Rebecca Woolston Class Teachers</p>	<p>All children make good progress because of inclusive, quality teaching and planning that caters for individual needs</p>
<p>Strand 5 Improve understanding of the views of</p>	<ul style="list-style-type: none"> • Discussions with parents/carers and children • Feedback forms at 	<p>To identify the views of parents/carers and children</p>	<p>Parent/Carer questionnaire</p> <p>Pupil Voice</p>	<p>Rebecca Woolston Lily Weerasirie</p>	<p>Adaptations where required (if reasonable)</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Outcome
parents/carers and children on accessibility and make appropriate and reasonable adjustments.	Parents Evening	about accessibility	Coffee mornings for families		to meet the needs to parents/carers and children
Strand 6 Improve participation of SEND children within extra-curricular clubs	<ul style="list-style-type: none"> • Range of clubs and extra-curricular opportunities • Specific activities planned with SEND, PP, EAL children in mind • Outdoor Learning • Sign Language Club • Club timetable shared with parents/carers and children 	To ensure good participation rates of SEND children at extra-curricular activities	Pupil voice Audit of staff skills Clubs register Map provision and identify any gaps	SLT All teachers	Good participation rates of SEND children at extra-curricular clubs

Monitoring and Review –

This policy will be monitored annually by carrying out a full inspection of the school and grounds.

