



Shute Community Primary School Accessibility Plan

Date of plan: September 2019

Date of next review: September 2020

Member of staff responsible: Head of School and SENDCo

Ethos and Values

Shute Primary School seeks to 'Transform Learning' to ensure that every child achieves the highest possible outcomes.

We are proud of our broad and rich curriculum which is aligned to our school's vision and values. It engages and excites all learners and provides opportunities for deeper learning, understanding and knowledge.

The values of the curriculum directly relate to the school's own values which are the values of care, consideration for others, friendship and trust. These are positively encouraged at every opportunity by staff and children alike. When these values become a part of the child's own personal code, it affects their outlook on the way they conduct themselves.

We aim to provide a curriculum for pupils to enjoy, learn and gain knowledge, skills and attributes from which will enable them to lead happy, fulfilling and successful lives in the future.

We live in an ever changing world and it is our aim to ensure that our pupils are ready to face these challenges and succeed in whatever they do. We do this by providing a curriculum that develops the whole child – academic, emotional, physical and social development.

We aim to offer every child the very best start to their education by providing exemplary learning and care in a calm, friendly and dynamic environment. We have a very high expectation of our pupils' progress and achievement. To help the children reach their potential, our curriculum is broad, balanced and stimulating and we remain focused on each child throughout their time here. We take every opportunity to enrich the curriculum with visits, outside providers, celebration days, whole school themed weeks and a wide range of extra-curricular opportunities.

The definition of disability is

“A person suffers 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.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

As a School we recognise:

- our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)

“from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services¹”

- Schools and LEAs must:
 - not treat disabled pupils less favourably; and
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- that Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

¹ Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. *Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.*

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in schools' curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audiotape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related school policies:

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour Policy
- Admissions policy/criteria
- School improvement plan
- School Asset Management Plan
- Policy for school trips and excursions
- SEND policy
- Exclusions

Aims

Shute Community Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- providing written information for pupils with disabilities in a form which is user friendly.
- using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

Actions to **ensure equality for pupils with disabilities**

1. We shall undertake a disability audit
2. As a result of the audit, we shall:
 - write an action plan which includes targets
 - make the policy and targets known to all teaching and ancillary staff, pupils and parents
 - monitor the success of the plan
 - the Plan will be reviewed annually by the Governor responsible for Buildings and Health & Safety and the Head of School.

Monitoring

Shute Community Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. (Essentials are in **Bold** type)

We will monitor (select):

- Admissions**
- Attainment**
- Attendance**
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions**
- Response to teaching styles/subject
- SEND Register
- Setting/groups
- Extra-curricular activities
- Homework
- Selection & recruitment of staff**
- Governing body representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on PTFA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Publications for Guidance

Accessible Schools: Planning to increase access to schools for disabled pupils	Issued to all schools in June 2002 (DfES Publications)
Schools Disability Code of Practice	Disability Rights Commission (DRC)
SEN Code of Practice	DfES
DfES Guidance on Inclusive Schooling	DfES
National Curriculum 2000 Inclusion Statement	DfES
DfEE: Access for disabled people to school buildings (BB91)	The Stationary Office

Useful telephone numbers:

Disability Rights Commission	0207 828 7022
DRC Helpline	0845 622 633
DfES Publications	0845 60 222 60
Ofsted Publications	020 7510 0180
QCA	021 8867 3333

SHUTE COMMUNITY PRIMARY SCHOOL Accessibility Action Plan 2019 - 2020

	Target	Strategies	Outcome	Time frame	Goals achieved
Short Term	Availability of written material in alternative formats	The school will make itself aware of the services available through its LA for converting written information into alternative formats	If needed the school can provide written information in alternative formats	ongoing	Delivery of information to disabled pupils improved
	Special Educational Needs of children are met through Individual Education Plans	Review of SEND policy and approach	All staff and children are aware of needs of & approaches to all children	ongoing	All children have differentiated and relevant curriculum
	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments	Seek advice from LEA sensory support services on appropriate colour schemes where necessary	Classrooms are made more accessible to visually impaired children	ongoing	Physical accessibility of school increased
Medium Term	Planning reflects needs of all pupils	From medium term planning refine short term plans to cater for all needs	Children have full access to all areas of the curriculum	ongoing	Better access to National Curriculum areas
	ICT needs of pupils are met	Purchase new laptop or iPad for less physically able	All children can write using whatever methods are suitable	ongoing	Better accessibility and curriculum for all pupils
	Improve access to playground area	Obtain grants to enable improvements to be done. Allocate 10% share from budget	Consider ramped access when playground is resurfaced	ongoing	Better accessibility to playground
Long Term	Improve access to the school for wheelchairs	When any improvement works are undertaken at the school access for wheelchairs must be considered. At the present time the school is not wheelchair accessible due to the old nature of the building.	When work is to be carried out access will be improved.	As required	Better accessibility to all who require wheelchair access.