

DREW PRIMARY SCHOOL

Accessibility Plan



'Learning today for tomorrow's world.'

Agreed at Governing Body Meeting on:

Signed Headteacher:

Signed Chair of Governors:

Name of Policy: SEND Accessibility Plan

Date: 12th January 2015

Agreed at Policy Committee Meeting on:	26th January 2015
Signed Head teacher:	26th January 2015
Signed Chair of Governors	26th January 2015

History of Policy

Date	Notes
December 2014	Policy written by Inclusion Manager
January 2015	Policy reviewed by Policy Committee

Introduction

This Accessibility Plan supports our Single Equality Policy (December 2014). The policy is a statement, 'of our commitment to providing equality of opportunity according to needs to all our stakeholders and to eliminate all forms of discrimination and harassment within the school community, including those areas for which we have responsibility in law' .

At Drew Primary School, we have a statutory duty to carry out accessibility planning for disabled pupils. The duties are replicated in the new Equality Act 2010.

Our school's accessibility plans aims to:

- (a) increase the extent to which disabled pupils can participate in the curriculum;
- (b) improve the physical environment of the school to enable disabled pupils to take advantage of education, facilities and services provided, and
- (c) improve the accessible of information to disabled pupils.

We fully recognise the need to provide ample resources for implementing plans, and review them on a regular basis.

Definition of Disability

The Disability Discrimination Act 1995 and the Equalities Act 2010 defines a disabled person as someone who has ' a physical or mental impairment', that has a 'substantial' and 'long-term' adverse effect on their ability to do normal day to day daily activities. (See SEND Information for more detail)

Disable Children- Our Vision and Ethos

At Drew Primary School we are committed to ensuring equality of opportunity and education for disabled pupils, staff and those receiving services from the school. We will not tolerate harassment of disabled people with any form of impairment. We intend to develop a culture of diversity and inclusion in which all people feel free to reveal their disability and to participate fully in life at Drew Primary school. Our accessibility plans are designed to support this vision and ethos. We recognise that some disabilities, such as autism, mental health issues and ADHD may not be initially easily recognisable by members of our school community and we aim to raise awareness of this.

Key Areas addressed by Plan

Our plan addresses the following 3 key areas:

- (a) Curriculum Accessibility
- (b) Physical Accessibility
- (c) Provision of Information

1. Curriculum Accessibility

Aim: To increase the extent to which disabled pupils can participate in the school's curriculum , benefits , facilities and services by setting suitable learning challenges. This is accomplished by responding to pupils' diverse learning needs and by over-coming potential barriers to learning and assessment for groups as well as individuals .

Activity/Intervention	Recipients, timescale and cost	Success Criteria
<p>Improved provision for pupils with autism, behavioural and speech and language needs</p> <ol style="list-style-type: none"> 1. Dyslexia screening, assessment & provision of resources for all children in Key Stages 2 2. Class teachers to use Inclusion folder with IEPs, class SEN register, strategies and Care plans 3. Timetables for 1-1 staff outlining three staff working with pupils to develop their social, communication and learning needs 4. Provide performers for initial concerns and to assess for dyslexia, language and communication needs etc.. 5. Provision mapping of all pupils on SEN Register Maintain an update & accurate SEN Register 6. Effectively track progress of SEN pupils & those of concern & set challenging targets & programmes to increase performance 7. Increase independence, self-help and communication skills for pupils with statements and EHC plans 8. Provide equipment to meet access needs (i.e. specific technology and simple aids) 9. Identify resources and programmes to support pupils with dyslexia and Downs 10. Provide appropriate ICT programmes for SEN pupils across the curriculum including independence & community skills 11. Set up work stations for 1-1 SEN pupils as appropriate; use of visual timetables, resources 12. Specific staff training on 'Signalong', working with pupils on Autistic Spectrum 13. Implementation of tracking using 'P' scales programme 'B Squared' & CASPA. 14. Provide staff especially unqualified TAs with training on SCERTS, autism, colourful semantics, Downs and use of the sensory room 15. Establishment of Place2B to support pupils with behaviour, social, emotional and mental health needs 16. Develop use of social stories for pupils with Autism as needed 17. Disable pupils are able to participate in lessons. 18. Disable pupils are able to participate in educational visits. 19. Involvement of pupils in annual reviews and personalise planning. 20. Provide opportunities for SEN pupils to take part in PE events in school and offsite 	<p>SENCO/pupils KS2- March 15 All class teachers -Sept 14 SENCO-Ongoing SENCO- March 2015 SENCO- Sep, Jan, March, 2014-5 SENCO- Ongoing SENCO/TEACHERS- Dec; March, July 2015 SENCO/TEACHERS/SEN Staff-July 2015 SENCO/ICT leader- Ongoing SENCO/LCIS/ March 15 SENCO/SEN TA/ICT leader-March 15 SENCO/SEN TAs/Teachers Sep 14 SENCO/TAs- Dec 15 SENCO-Jan 15 SENCO/LCIS-March 15 Inclusion Manager/Place2B - Dec</p>	<p>Disable children feel they have access to all areas of the curriculum. Qualitative data indicates that staff are aware of the rights of disabled children. Broader range of teaching strategies used by teachers and TAs. All pupils make expected and appropriate progress. All pupils have access to all that school has to offer. All staff and governors have a clear understanding of inclusion. Staff feel confident to meet the needs of pupils with a diverse range of learning and behavioural needs. Effective monitoring, tracking and recording of pupil's progress. Disabled children are able to participate in many of the PE activities provided at school, working to an adapted programme where applicable.</p>

21. The PE curriculum is accessible to disable children. Undertake a PE audit with advice from Cumberland Secondary School PE/SEN teacher.

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SENCO & PE teacher

1:1 staff work with children in PE classes where required, enabling them to access the adapted lesson plans.

3. Provision of Information

Aim: To improve the delivery to disabled pupils of information which is provided in writing for pupils with SEN.

Activity/Intervention	Recipients, timescale and cost	Success Criteria
<p>Improved provision of information as / when required:</p> <ol style="list-style-type: none">1. Identify materials which require enlargement or adaptation2. Use alternative methods of recording, assessment and monitoring.3. Use member of staff to read / write for pupil4. Provide teaching materials in different forms5. Ensure that children with hearing loss are spoken to clearly, and have hearing / radio aids maintained well.6. Care Plans displayed in staff room, classroom and medical rooms to inform staff of medical needs of specific pupils.7. Disabled children are appropriately supported in their learning. Specific, 4 Ipads are in use for 1:1 support.8. Teachers are aware of font sizes and styles that will help visually impaired children.9. Signage and displays around the school premises can be seen by disabled children. Hearing impaired (HI) children are able to access information. (Advisory teacher from sensory services works with 1:1 TAs providing guidance as to how to better use and support hearing impaired child/children e.g. radio aids can be used in class, and teachers have been trained in their use)10. Disabled children understand the class/their timetable and can access them. e.g. visual timetables.	<p>Pupils & visitors</p> <p>Year 6 pupils -May 2015,2016</p> <p>Pupils and visitors with physical disability.2016</p>	<p>Successful pupil access to information.</p> <p>Disabled children are able to access learning materials that would otherwise not be fit for purpose</p> <p>Disabled children access the timetable, and are thus able to adopt a more independent approach to their learning (Inclusion Manager schedules learning walks, which include an audit of displays area).</p>