



Accessibility Plan

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*Loving Learning,
Striving for Success,
Achieving Everyday*



INTRODUCTION AND CONTEXT

This Accessibility Plan supports our Equality Policy. The policy itself is the statement of our commitment to create an environment which is accepting and understanding, safe, secure and welcoming, in order to enhance learning and promote success in social, emotional, physical and academic development of all the members of our school community. We believe that each person has a unique and valuable contribution to make in enhancing and enriching our community. (Colegrave Primary School, Equality Policy).

At Colegrave Primary School, we have a statutory duty to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Equality Act 2010. Our school's accessibility plans are aimed at:

- (a) Increasing the extent to which disabled pupils can participate in the curriculum
- (b) Improving the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- (c) Improving the availability of accessible information to disabled pupils

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

DEFINITION OF DISABILITY

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more of the following: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is 'clinically well recognised'; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

DISABLED CHILDREN – OUR VISION AND ETHOS

At Colegrave Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose

their disability and to participate fully in school life. We recognise that certain disabilities, such as mental health issues, ADHD and autism may not be initially easily recognisable by members of our school community and we will raise awareness of this. We will not tolerate harassment of disabled people with any form of impairment. Our accessibility plan is designed to support this vision and ethos.

KEY AREAS COVERED BY OUR ACCESSIBILITY PLAN

Our plan addresses the following 3 key areas:

- (a) Improving access to our school's physical environment;
- (b) Improving access to the curriculum, benefits, facilities and services
- (c) Improving access to information usually provided in written form.

Improving access to our school's physical environment

| Target | Action | When | Who | Success criteria |
|---|--|----------|-------------------|---------------------------------|
| Improve access for pupils who may experience difficulty moving around the school. | Ensure care plans are in place to support all pupils with mobility difficulties. | On going | Inclusion Manager | Safe movement around the school |

Improving access to the curriculum, benefits, facilities and services

| Target | Action | When | Who | Success criteria |
|--|---|--|-------------------------------|--|
| Classroom layout is conducive to pupils needs | Carryout H&S check Autumn 2016/17 Collate resources that reflect care plans | Autumn 2016/17 | Teachers | Pupils are able to access the learning environment and lessons |
| Use of Widget Online programme – picture communications symbol maker | Install on curriculum system Train staff in use Monitor effectiveness during monitoring cycle | Staff Training October 2016 and March 2017 On-going monitoring | Speech and Language therapist | All staff confident in using programme to create effective visuals and resources |
| Analyse current Speech & | Evaluate current S& L provision (PP | Autumn 2016/17 & | Inclusion Manager | classroom provision is increasingly more |

| | | | | |
|---|--|----------------|------------|---|
| Language provision in school | meetings, SEND evidence trail, Data analysis) Implement any improvements needed for Spring 2017 | Spring 2017 | | effective for pupils with S & L needs <ul style="list-style-type: none"> • pupils with S& L needs are making at least good progress • early effective intervention will reduce need for intensive intervention in the upper key stages • attainment gap closed between vulnerable pupils & their peers |
| Analyse current EAL provision in school | Evaluate current EAL provision (PP meetings, data analysis) Implement any improvements needed for Spring 2017 | Autumn 2016/17 | EAL Leader | classroom provision is increasingly more effective for pupils with EAL needs <ul style="list-style-type: none"> • pupils with EAL needs are making at least good progress • early effective intervention will reduce need for intervention in the upper key stages • attainment gap closed between vulnerable pupils & their peers |

Improving access to information usually provided in written form

| Target | Action | When | Who | Success criteria |
|--|---|-----------|-------------------|--|
| Support for EAL families | Create a database of languages spoken by staff Use staff to translate during meetings/ to translate letters or information | On- going | EAL Leader | Pupils, parents and visitors with language / EAL will be able to access information / discuss concerns. |
| To continue improving communication for SEN children | Plan INSETS for specific aspects of SEN Support staff to attend twilights Continue to work alongside borough | On- going | Inclusion Manager | SEN pupils able to communicate more effectively with resulting improvement in emotional and behavioural wellbeing Staff feeling more confident when |

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|--|--|-----------|-------------|--|
| | specialists to improve out practise | | | communicating with children with specific needs |
| All staff to be aware of Public Equalities Act and its implications. | <p>All staff are made aware of the Equalities Act and its implications for teaching and learning.</p> <p>All new staff are made aware of the Equalities Act as part of induction procedures.</p> <p>Signposting to Equalities duty, policy and action plan- displayed in staffroom</p> | On- going | Deputy Head | Staff are aware of the equalities policy and know how/where to seek advice if needed |