

Elsley Primary School Accessibility Plan 2019-22

Introduction

This plan was drawn up in accordance with the planning duty in the disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessing School: Planning to increase access to schools for disabled pupils” issued by the DFES in July 2002. Elsley Primary school has also taken into account the government’s proposals set out in the SEND Green paper March 2011 and the Equality Act 2010.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA).

“A person has a disability if he or she has 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 Objectives

- To ensure that provisions are made so that disabled pupils are able to access the National Curriculum.
- To ensure that the physical environment is reasonably adjusted for disabled pupils to have full participation within the school community.
- To improve the delivery of information to disabled pupils and their parents/carers through Elsley Primary School’s Local Offer.

Elsley Primary School recognises and values parents’ knowledge of their child’s disability and the effect on his/her ability to carry out routine activities; we also respect the right to confidentiality.

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We endorse the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum.

We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. We will continue to work in partnership with outside agencies in order to ensure the best outcomes for all pupils e.g. CAMHS and CAF.

Action Plan

See attached Appendix

Elsley Primary School Accessibility Action Plan 2019-2022

Target	Tasks	Timescale	Resources	Responsibility	Monitoring / Outcome
<p>Access to Curriculum</p> <p>Ensure access to computer technology appropriate for pupils with visual impairment.</p>	<ul style="list-style-type: none"> Review accessibility of ICT (including notepads & whiteboards) using specialist expertise. Involve pupils in review of hard and software. Prioritise new software to purchase Train TAs and CT on how to support children with a visual impairment. Review resources for children with a visual impairment Look at purchasing/installing WordQ + SpeakQ onto PC's Staff training in 'Accessibility resources on iPads' once new Ipads are in school. Improved access to/use of learnpads/ipads 	Ongoing	Linked to SDP Awaiting tendering	Computing Leader Brent Visual Impairment Team TAs SEND team	<p>Leadership Team</p> <p>There will be a greater access to the National Curriculum.</p> <p>Data tracking via 'target tracker' will show an increased rate of progress.</p>
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion statement. Ensure that teachers are incorporating Quality First Teaching into all planning, outlined in the SEND Code of Practice. Ensure that all classrooms and resources are organised in accordance of pupil need. Resources will be clearly labelled and available for children e.g. enlarged texts, listening stories and dictation cards. 	Ongoing	<p>Classroom resources</p> <p>CPD for staff</p> <p>Assessing staff CPD needs</p> <p>£300 (approx)</p>	All Staff	<p>Leadership Team and Governors</p> <p>Teachers will be utilising the resources.</p> <p>Pupils will be able to access the curriculum resources.</p> <p>Pupils will be</p>

	<ul style="list-style-type: none"> • Purchase of resources to increase pupil participation. E.g. move n sit cushions for pupils with ADHD, fidget toys, bespoke support sheets, wordbanks. 				receiving 'quality first teaching'.
<p>Access to wider Curriculum</p> <p>Increase participation in school activities</p>	<ul style="list-style-type: none"> • Audit participation in extra-curricular activities such as clubs/trips and identify any barriers. • Ensure school activities are accessible to all pupils. • Develop TA expertise in being able to deliver targeted evidence-based interventions. 	Autumn 2019	<p>Training needed on risk assessments for trips and extra-curricular activities.</p> <p>Identify if additional adults are needed to support SEND pupils participating.</p>	EVC Leadership Team Wider Curric Leader	<p>Leadership Team and Governors</p> <p>There will be an increased number of children participating in school activities.</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access and Equality.</p>	<ul style="list-style-type: none"> • Analyse impact of Behaviour Policy, School Rules, Anti-Bullying Policy, Educational Visits, Homework and Health Provision in relation to pupils with disabilities. Involve Elsley School Council. • Consult pupils and staff on any proposed changes. • Pupils would like more consistent 'going for gold' consequences between classes and years. They should be able to earn their way back from orange to green or above. 	Spring 2020	Leadership Team require time to review policies.	Leadership Team	Governors
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> • Review personal evacuation plans. • Develop sensory areas around the school • Improve signage of evacuation procedures, internet safety, fire drill etc. 	Autumn 2019	Allocate budget for temporary sensory room	Site Manager SENCO TAs	<p>Leadership Team Inclusion Team</p> <p>Staff and pupils will be aware of personal evacuation plans.</p> <p>There will be a consistent</p>

					approach to evacuation procedures.
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> • Review PSHE Curriculum with a focus on developing relationships • Review Assembly Programme: widen focus of Different/Same theme • Ensure achievements of pupils with disabilities are acknowledged. • Play leaders will be trained and introduced to encourage co-operative play in KS1. This will be carried out by providing role modelled behaviour from KS2 pupils of how we treat others and encouraging all pupils to join in games. 	Summer 2020	£150 for any new resources	PSHE Leader	<p>Leadership Team and Governors</p> <p>Pupils' survey will show that there is change in attitudes to disabilities.</p>
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats</p>	<ul style="list-style-type: none"> • Large print and audio formats as required. • Review accessibility of newsletter and letters for parents/carers. • Homework information available as information sheets as appropriate. • Parent survey to decipher how accessible documents are. 	Spring 2020	Time required	Admin Staff Computing Leader	<p>Leadership Team</p> <p>Parent survey will show that documents are accessible.</p>

***The new Elsley School Building will be fully compliant with the DDA regulations.**