



Spaldwick Community Primary School

Accessibility Plan

Adopted:	December 2018
Person Responsible:	Headteacher, Governors
Review Date:	Annually
Distribution to:	All staff, Governors

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. increasing the extent to which disabled pupils can participate in the school curriculum;
- b. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Spaldwick Primary school is a mainstream school for children aged between 4 and 11 years old. The school comprises of one building with disability access for all classrooms.

Our School Aims are to:

- be at the heart of the local community by working in partnership with families.
- be an inclusive school, that encourages and motivates all children to be happy, confident and independent learners
- nurture and develop ambitious learners that show respect for themselves and others
- provide an engaging curriculum to apply the essential basic skills of reading, writing and maths through exciting and fun learning opportunities

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to the school are either flat or ramped and have wide doors.

There are disabled toilet facilities available.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult.

We consult with experts when new situations regarding pupils with disabilities are experienced.

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Spaldwick Primary School Accessibility Action Plan 2018 - 2020

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SENCo	<ul style="list-style-type: none"> Twice yearly parent consultations Termly IEP meetings with SENCo Open classroom sessions 	Time allocated	In place and ongoing	Parents/carers fully informed about progress engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SENCo	<ul style="list-style-type: none"> Epipen training Intimate care policy and trained staff Training from SALT, social communication team, behaviour and learning support team, sensory support team Access to courses, CPD Outreach support from local specialist teachers Drawing and talking training for staff 	Training time TA time allocated		Increased access to the curriculum Needs of all learners met Records show staff training
Effective use of resources to increase access to the curriculum for all pupils	SLT Class Teachers	<ul style="list-style-type: none"> Strategic deployment of support staff/inclusion teacher Use of ICT 	Specific apps to support learning on ipads	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual learners	SENCo HT & Class Teachers	<ul style="list-style-type: none"> Pastoral support, timetable adaptations Speech and language therapy programmes Use of access arrangements for assessment/National tests 	Speech therapist Occupational therapy/Sensory team/Physio as required	Ongoing	Needs of all learners met enabling positive outcomes

Appropriate use of specialised equipment to benefit individual pupils and staff		<ul style="list-style-type: none"> • iPads available to support children with difficulty recording • Sloping boards for pupils with fatigue problems or physical disability • Coloured overlays for pupils with visual difficulty (Reading Rulers) • Use of wedge/wobble cushions • Use of weighted blanket, chew toys, fiddle toys, sensory diet toys 	Specialist equipment as listed		Increased access to the Curriculum Needs of all learners met.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils		<ul style="list-style-type: none"> • Risk assessments will be undertaken where appropriate • Providers will comply with all legal requirements 	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
2. Improving Physical Environment					
Access into school and reception to be fully compliant	SS & HT	<ul style="list-style-type: none"> • Designated disabled parking • Wide doors and corridors 	Cost of carpark markings	Future plan	Physical accessibility of school increased
Maintain safe access around exterior of school	SS & HT	<ul style="list-style-type: none"> • Ensure that pathways are kept clear of vegetation 	Cost included in ground's maintenance contract	Ongoing	Pathways are safe and clear of obstructions
Maintain safe access around the interior of the school	SS & HT	<ul style="list-style-type: none"> • Awareness of flooring, furniture and layout in planning for disabled pupils 	Cost of any adjustments that need to be made	Ongoing	Everyone understands it is their responsibility to complete corridors clear and safe

3. Improve the Delivery of Written Information					
Availability of written material in alternative formats	Office staff	<ul style="list-style-type: none"> Improve availability of information for parents – display appropriate leaflets for parents to collect 		In place and ongoing	Information is available for all pupils and parents as appropriate.
Ensure documents are accessible for pupils with visual impairment	Class Teachers and SENCo	<ul style="list-style-type: none"> Seek and act on advice from sensory support advisor on individual pupil requirements when appropriate Coloured overlays for pupils with visual difficulty (Reading Rulers) Use of access arrangements for assessment/National tests 	Cost of accessing specialist services when appropriate Cost of specialist resources	In place and ongoing	Pupils able to access school documentation