

Tunbury Primary School Accessibility Plan 2017

Background and purpose

This Accessibility Plan is drawn up in compliance with Schedule 10, Paragraph 3, of the Equality Act 2010. It sets out the Governing Body's plan to improve the access of disabled pupils over a defined period (2016-2018), through:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum;
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

School Governors are responsible for drawing up, reviewing, revising and implementing this plan, taking into account disabled pupils' disabilities and preferences expressed by them and their parents and having regard to the need to allocate adequate resources to this plan.

This version of the plan has been produced by the Inclusion Leader

Timing

This version of the plan covers from January 2017 to January 2018.

The plan shall be reviewed annually in July to take into account any needs arising from new pupils due to arrive in September and to incorporate the views of current disabled pupils and their parents.

The plan may be revised any time a new pupil need arises which is not catered for in the plan, at the recommendation of the Head Teacher / Inclusion Leader.

Scope

Disability is defined within the Equality Act 2010 as, 'a person (P) has a disability if P has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

This plan concerns accessibility for disabled pupils and those with a suspected disability awaiting medical diagnosis.

Specific learning difficulties and medical conditions such as Dyslexia, Dyscalculia, Auditory Processing Difficulties and Sensory Processing Impairment are not included in scope. However pupils with these difficulties may well be on the school's Special Educational Needs register, so that the learning experiences and environment are tailored to maximize each pupil's ability to learn and enjoy school.

This plan does not include access issues for disabled visitors to the school. Disabled visitors are asked to contact the School Office so that suitable arrangements can be made to accommodate their visit(s).

The Accessibility Plan is part of the school's Special Educational Needs (SEN) Information Report. Other relevant school policies are:

- SEN Policy
- Behaviour Policy
- Health and Safety Policy
- Medicines Policy

Current range of disabilities amongst pupils

The school has children with a limited range of disabilities; these currently include Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Genetic condition, visually impaired and hearing impaired pupils.

How the school already adapts access for disabled pupils

The access needs of any prospective pupil with a diagnosed, or an undiagnosed but suspected disability, are discussed with parents at transition meetings prior to joining the school.

(a) Accessibility to the school curriculum for disabled pupils

Curriculum adjustment is initially met via Quality First Teaching in the classroom, with differentiation. Further small group or 1:1 learning activities may be introduced to support the pupil. Support from external agencies may be sought to meet the pupil's needs.

(b) Physical accessibility

Disabled pupils' needs are met by staff awareness of an appropriate position for the pupil in the classroom, face to face communication, and provision of 1:1 adult support. Classrooms have a space with minimal displays as a 'quiet' area for ASD, ADHD pupils, to regulate their sensory input. The school is accessible for wheelchair users. There is a disabled toilet for pupils and access to the school office is not via any steps. Outside steps clearly marked in yellow paint to help those with visual impairment.

(c) Modification of information to disabled pupils

All classrooms utilise visual timetables, to minimise stress and anxiety for ASD and ADHD pupils and to prepare them for the day's learning activities. Information is modified in several ways, for example: use of larger font size, coloured paper, coloured white board background, coloured overlay sheets, information provided verbally and visually in repeated small pieces ("chunking"), sensory cushions, sensory exercises and learning breaks, use of an adult to scribe, use of alternative recording techniques (laptops, mind mapping). Audio loops are used in school for the hearing impaired children.

Assemblies are modified by alternative seating being available for pupils with any sensory issues, use of sound cancelling headphones, an alternative space and activity for the pupil with 1:1 support (a whole school assembly can simply be overwhelming and a source of anxiety).

Objective	Strategy	Outcome	Timescale/Who
To ensure all areas of the curriculum are accessible to all pupils.	Identify particular needs and what reasonable adjustments can be made to allow equality of opportunity. Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All children have access to all areas of the curriculum.	Ongoing subject to the needs of individual children who attend the school. Inclusion Leader
To plan specific staff training depending on the impairments of any particular pupils who attend the school.	Seek out specialist training according to the needs of children who attend the school.	Staff feel confident to provide appropriate support for all children, including those with disabilities.	Ongoing subject to the needs of individual children who attend the school. Inclusion Leader
To actively promote equality, including disability equality.	Promote through: <ul style="list-style-type: none"> • Staff CPD • PSHE lessons (linked to the opening Minds competencies of diversity and emotional intelligence) • Assemblies • Celebrating difference 	Increased whole school awareness of equality and disability issues.	January 2017 onwards. SLT Inclusion Leader Class Teachers
To ensure that the physical environment is reviewed to ensure that it allows for equality of access for all.	Carry out a full review of the physical environment (as part of wider monitoring of the physical environment e.g. Health and Safety reviews).	The physical environment is reviewed, and reasonable adaptations made, according to the needs of individual children.	By January 2017 and then annually
To ensure that consultation on this plan is sought.	Consultation is carried out with: <ul style="list-style-type: none"> • Staff • Governors 	This action plan is consulted upon, and amended once views have been established. Consultation is then carried out annually.	By March 2017, and then annually. All Staff

