

## **Scott Wilkie Primary School Accessibility Plan 2021- 2022**

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, local governing body has had three key duties towards disabled pupils, under Part 4 of the DDA: not to treat disabled pupils less favourably for a reason related to their disability; to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; to plan to increase access to education for disabled pupils. This plan sets out the proposals of local 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: increasing the extent to which disabled pupils can participate in the school curriculum; improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; 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 and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

**Date of Plan: January 2021**

### **To be annually reviewed.**

Definition of Disability: Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability if he or she has a 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.'

### **The purpose and direction of the school's plan: vision and values at Scott Wilkie Primary School**

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Hallsville primary school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children: regardless of gender, ethnicity, faith, language, sexual orientation, special educational needs, disability or ability or any other group which a child or person may identify themselves; children who need support to learn English as an additional language; children who are vulnerable; We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

### **Information from pupil data and school audit**

We currently have a whole range of children of all backgrounds, needs and abilities. Some of this include: diabetes, asthma, eczema, hearing impairment, ADHD, ASD Allergies.

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

### **Views of those consulted during the development of the plan**

All stakeholders consulted value the ability of the school to cater for the differing needs of pupils. No issues were raised in a recent survey.

### **The main priorities in the school's plan**

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school. The action plan ensures that:

The school draws on the expertise of external agencies to provide specialist advice and support. The SENCO has an overview of the needs of disabled pupils. There is appropriate deployment and training of all staff.

Successful practice is shared within the school. The school works with its partner schools. Disabled pupils have access to extracurricular activities.

**Action plan is below:**

## KEY AREAS COVERED BY OUR ACCESSIBILITY PLANS

Our plan addresses the following 3 key areas:

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

### A – ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Intervention	By whom, and by when	Success criteria
All areas of the school premises can be accessed by children and staff with reduced mobility.	Clear markings on the floors and signage to demarcate areas.	H.O.S and school caretaker.	Children and staff using wheelchairs and walking frames can access all areas of the school premises.
Parents with disabled children can bring them to school easily.	Room available in the school car park for parents to bring disabled children and there are ramps at the entrance from the car park.	ongoing	Surveys show that parents feel comfortable that their needs and those of their disabled child are being met.
Staff are confident in dealing with the needs of disabled children.	Care Plans are in place, and are understood by staff. Annual review system in place; any physical access needs are assessed and actioned.	Care plans are reviewed annually in July. Any physical needs are reviewed in September at the start of the new academic year. This includes: physical access, as well as the storage of medication.	Disabled children are getting the care and support they need to be able to access the curriculum.
Disabled children can access a range of equipment in the playground.	Play equipment available is accessible to all children, including those with disabilities.	Ongoing	The equipment in the playground meets the needs of all children.
Disabled children can access a range books from the mobile library in the playground.	Books are available for children to read during lunchtime and playtime. A ramp needs to be built to give access to disabled children.	H.O.S, school caretaker, business manager booked for July 2020.	The ramp fits the needs of children with mobility issues.

## B-ACCESS TO THE CURRICULUM, BENEFITS, FACILITIES AND SERVICES

Target	Intervention	By whom, and by when	Success criteria
All areas of the curriculum should be accessible to children, regardless of their disability. In cases where a planned activity is not accessible, a suitable alternative should be offered.	Staff INSET to focus on Autism, complex needs, Speech and Language Disorders children. Detailed risk assessments are undertaken before any educational planned visit. An adapted programme is available for disabled children, supported by the deployment of additional staff. All staff have received training on how to differentiate all lessons and support is provided by SENCO and SLT.	SENCO, class teachers, phase leaders.	All children with any form of disability are able to participate and engage in lessons and make progress in their learning in relation to their starting points.
Disabled children have the support they need to succeed in place, which is often provided by external agencies.	Various external agencies work closely with our school, in order to support disabled children.	External teachers support us in the following areas: dyslexia, speech and language needs, hearing and visual impairments, cognitive difficulties and emotional development. All packages of support are co-ordinated and overseen by SENCO.	Advisory teachers are in school regularly, improving outcomes for disabled children.
Children with ongoing, complex medical needs are able to attend school regularly.	A comprehensive administration of medicines policy is in place, with associated management procedures.	SENCO, front office staff, class teachers and the school nurse	Relevant staff understand the range of possible medical needs, and the procedures to follow. Specific identified staff have been trained accordingly.
Classrooms are optimally organised for disabled pupils	All classrooms are organised according to the pupils needs and disabilities	All teachers plan and ensure all pupils are included	SEND pupils are able to take part in all activities.

	taken into consideration when planning.	in all activities.	
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs & detailed in planning/pupil profile. Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.	SENCO to ensure these are followed through during monitoring cycle.	All SEND children are catered for during assessment week.
ICT equipment is provided for & has been fitted with additional software/hardware to allow access for disabled pupils.	Clicker7, enlarged keyboard, ipads, laptops and Dictaphones. The Listening Programme	Links with Specialist Advisory Support Service to provide updated software <i>as and when appropriate</i> .	Children access the curriculum using of technology during class lessons/observations where appropriate.
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate. ALL risk assessments include info re. Disabled pupils. H&S policy	Must have disabled access.	Every child participates in educational visits.
<b>C – ACCESS TO INFORMATION USUALLY PROVIDED IN WRITTEN FORM</b>			
<b>Target</b>	<b>Intervention</b>	<b>By whom, and by when</b>	<b>Success criteria</b>
Disabled children are appropriately supported in their learning.	The procurement and purchase of suitable technology - e.g. software to assist the development of reading – supports the progress of disabled children. 5 iPads for use for 1-1 support.	SENCO and all staff.	Disabled children make good progress, facilitated by the use of their specialist equipment.
Hearing impaired (HI) Visually impaired children are able to access information	Advisory teacher works with us, providing guidance as to how to better support our hearing-impaired and visually impaired children – a programme carried out by TA. (Yr6) (Y2)	SENCO. HI and VI advisory teachers. Ongoing	Disabled children are able to access learning materials that would otherwise not be fit for purpose.
Disabled children understand the class timetables and can access them.	Timetabling is accessible and best practice is shared – e.g. visual timetables, for children with high level autism needs.	SENCO, class teachers. ongoing	Disabled children access the timetable, and are therefore able to adopt a more independent approach to their learning.
Parents can access information on what the school would provide for their child e.g. learning, extracurricular activities.	Local offer is updated on the school website. Newsletters Texts	SENCO ongoing	Parents will know what the school offers and how their child would receive the help and services they need.

<p>Staff are familiar with technology and practices to assist a hearing-impaired and visually impaired learners, need for simple language and visual prompts for those with learning difficulties.</p>	<p>External advice given by specialists from sensory service Newham. Lesson observations.</p>	<p>Staff Meetings to discuss <i>when needs arise</i> and <i>on-going</i> CPD</p>	<p>All children with impairments have their needs are met by the school and are able to participate in school routines and activities.</p>
<p>The school ensures that both in lessons and parent's meetings, information is presented in a user-friendly way, e.g. by reading aloud, using overhead projectors/PowerPoint presentations etc.</p>	<p>Use of iPads used to show examples of work not carried out within the school.</p> <p>All staff read aloud &amp; for parents who cannot read, information can be read to them.</p> <p>Separate report can be requested to be sent if a parent does not live at same address.</p>	<p>Class teachers, phase leaders and support staff.</p>	<p>All parents have the confidence to ask for help as and when required through the home school liaison lead.</p>