School Accessibility Plan

THE DISABILITY ACT 2001

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to cover education. From 2002, the Governing Body has 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 the Governing Board of Homleigh Primary 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 if information which is provided in writing for pupils who are not disabled.

Consideration has also been given to the Equality Act 2010.

Our commitment to inclusion

The governors and members of the teaching and support staff are fully committed to making Holmleigh a truly inclusive school. We aim to offer a high quality education to all nursery and primary aged children in the community in line with the requirements of the SEN and Disablity Act (2001). We have adapted systems and structures: curriculum,

building, attitudes and values towards making our school a more 'inclusive' school and recognise that the needs of all children must be accounted for in the decision making process.

At Holmleigh Primary School we welcome and value all children equally no matter what their special need or disability.

- We are committed to providing equal access, for all children, to a broad and balanced social and academic curriculum, and to the life of the school.
- We constantly work towards providing a safe, secure and structured environment where all children feel nurtured.
- We encourage all children to value their own achievements, and provide opportunities for the school community to acknowledge the achievements of all children.
- We will take all reasonable steps to ensure that nursery and primary aged children with a disability or SEN are not discriminated against, or treated less favourably than other pupils.
- We understand that achieving our aims will require the full and active involvement of all staff, parents and children.
- It is our intention to make the school accessible to parents, carers and the wider community in order that they have access to meetings with teachers, social events and extended school activities.

Increasing Access for Disabled Pupils to the School Curriculum

Context
Under disability legislation, curriculum can include:

- Teaching and learning
- The wider curriculum offer
- Clubs and after school activities
- Leisure, sporting and cultural activities
- Educational visits and journeys.

Access for pupils to the curriculum and extra-curricular activities may not only be affected by the condition, suitability and sufficiency of the physical accommodation but also by the way in which the curriculum itself is delivered. One of the key aspects in ensuring accessibility to the curriculum is that all lessons and activities should be planned to enable the effective inclusion of learners with a diverse range of learning needs. The school will work with agencies to provide training for school staff on how to increase accessibility to the curriculum. For example, Makaton training would support staff on how to include pupils with complex needs.

Dealing with barriers to inclusion

We recognise that a child has special education needs if they have significantly greater difficulties in learning than the majority of children of the same age: some children have specific learning difficulties in certain areas of the curriculum; some have physical difficulties which affect their access to the curriculum. We understand that the needs of a child may relate to Communication and Interactions; Cognition and Learning; Social, Emotional and Mental Health; and Physical and Sensory needs.

The school is aware of local services, including those provided through Hackney Education, for providing information in alternative formats when required or requested.

There are a number of ways in which we continually evaluate and monitor pupils at risk of disability discrimination:

- observations, book looks, learning walks and pupil progress reviews are held termly to ensure effective planning and monitoring of teaching and learning and to ensure inclusion of all pupils regarding on and off-site activities.
- School Support Plans may be planned in termly if a child has a SEND need.

- There are additional policies to inform provision and support for our children i.e. Special Educational Needs and Inclusion Policy and Assessment Policy.

Training will be provided for the SENCo, teachers, Teaching Assistants and any other staff supporting pupils with disabilities. The training will include:
- On-going information on DDA responsibilities to schools and governing bodies
- Curriculum access for disabled pupils for all national curriculum subjects
- Development of guidance on educational visits and journeys for disabled pupils
- Links between the physical environment and delivery of the curriculum
- Accessible teaching resources
- Disability awareness
- Methods for inclusive literacy and numeracy teaching

Facilities, Resources and Equipment

The school is a single storey, ground-floor building and hence suitable for wheelchair users. The building has wheelchair access to all areas. There is a wheelchair users' toilet situated within the main building. All internal rooms and corridors are accessible.

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

We have rooms for intervention groups and parents' workshops. We are in the process of adapting on of our rooms into a sensory room.

Linked Policies
This plan will contribute to the review and revision of related school policies, e.g
school development plan
SEN policy
Equality policy
Curriculum policies.
Health & Safety Policy

Appendix One
Action Plan

Area To Be Addressed: Access to the curriculum
Goals & Targets: Target 1. Ensure that teachers and teaching assistants have the necessary training to teach and support all pupils. Target 2. Ensure that staff review practice, to ensure barriers to learning and participation are removed. Target 3. Make sure all classrooms are optimally organised for all pupils, including those with disabilities.
Strategy & Implementation: Target 1. Ensure that staff attend annual training courses and receive support on specific needs that children within their class have; such as autism or medical needs, etc. Increase knowledge and confidence amongst staff to teach pupils working below age related expectation. Target 2. Review planning and delivery of the curriculum for SEN pupils and disabled pupils, by updating the provision map termly and use this to identify barriers to learning and participation for these pupils. Target 3. Audit the planning and displays within classrooms, to see which are interactive and visual. If necessary, provide further training (SENCo/SMT/Hackney Education) on how this can be achieved.
Resources: Target 1. Provide INSET time/CPD for staff as appropriate. Target 2. SENCo to initiate audit of planning and delivery of the curriculum. Target 3. SENCo/SLT to initiate audit of planning, displays and layouts for each class.
Monitoring and Evaluation: Progress towards meeting the goals and targets will be monitored: • As part of the school Self Evaluation process • As part of the Headteacher's report to Governors • By feedback from teachers and other staff
Area To Be Addressed: Physical Environment
Goals & Targets: Target 1: To reduce physical barriers to inclusion. Target 2: To work with Hackney Education to increase accessibility based on the audit of physical access.
Strategy & Implementation: Target 1: Ensure accessibility is considered in all future purchase decisions of equipment. (Ongoing). Target 2: Work with neighbouring schools and to share ideas and resources where possible e.g. sensory room.

Resources
Proportion of budget to be allocated to purchase resources – to be decided.

Monitoring and Evaluation:
 Progress towards meeting the goals and targets will be monitored:
- As part of the Headteacher's report to Governors
- As part of the school self-evaluation process

Area To Be Addressed: Accessibility of Information

Goals & Targets:
Target 1. To ensure staff are familiar with technology and practices developed to assist people with disabilities.

Target 2. To produce written information in different formats, so that it is accessible to all pupils, parents and staff.

Strategy & Implementation:
Target 1. Provide whole staff training on how to use certain computer programmes we already have in school, which can be used with disabled pupils.

Target 2. Audit the provision for stakeholders who need altered text (audiotapes or verbal feedback for non-readers; enlarged print for visually impaired people; alternative language for non-English speakers; etc).
Work alongside other staff in school and possibly staff from Hackney Education to produce alternative formats which can be used in future.

Resources:
Target 1. Staff training time. Money to purchase any new equipment which is needed.

Target 2. Produce a list of alternatives that need to be produced. Work with other staff to produce the formats needed for our school.

Monitoring and Evaluation
Progress towards meeting the goals and targets will be monitored:
- Feedback from parents, pupils and staff.
- As part of the Headteacher's report to Governors
- As part of the school Self Evaluation process