



## Accessibility Plan 2019-22

### 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:

- 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 Redditch Trust 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.

### **1A: The purpose and direction of the school's plan: vision and values**

**Abbeywood** First School aims to ensure that every child succeeds by providing an inclusive education within a culture of high expectations, and by

giving every learner the confidence they can succeed. Every child is made welcome irrespective of race, colour, creed or impairment.

Abbeywood First School therefore aims to:

- set suitable learning challenges
- respond to pupils' diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils  
(National Curriculum Inclusion Statement)

All staff are aware they have a duty to:

- promote equality of opportunity between disabled and non-disabled people
- eliminate discrimination that is unlawful under the Disability Discrimination Amendment Act 2005
- eliminate harassment of disabled persons that is related to their impairments
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled person's impairments, even where that involves treating the disabled person more favourably than other people

The school will establish a disability equality scheme, of which this Accessibility Plan will be a key element which involves disabled pupils, staff, parents and members of the community in its development. It will produce an action plan identifying the steps needed to ensure the DES Duty is effectively implemented.

The school has set the following priorities for the development of the vision and values that inform the plan:

- continue to audit existing provision
- identify areas of disability not fully provided for
- implement staff training to meet identified needs
- cost/plan for changes to the physical environment to meet identified needs
- enable relevant adaptations of the curriculum

- enable further development of pupil understanding of disability
- further develop strategies aimed at anticipating/preparing for pupils with disabilities

### **1B: Information from pupil data and school audit**

The school uses the broad definition of 'disability' as a person who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out day to day activities. This also includes any child whose condition is currently stabilised by medication or a physical support, except for those wearing glasses.

The school provides effectively for the above groups of children:

- it has well trained teachers and support staff; supporting autism, developmental delays, speech and language and the range of moderate learning difficulties are a strength of the school
- a creative and skills based approach to the curriculum which encourages adaptability to meet all children's needs and maximises their access to the whole of school life
- the physical structure of the building is well suited to meet the majority of needs, being on one level with good access for the less mobile and wheelchair bound. Adaptations have been made to better provide for the children currently in school including provision of a fully approved disabled toilet.
- Effective interagency links which enable forward planning for pre-school disabled children

Children with special needs consistently make good progress as measured by statutory tests and teacher assessments

The school now needs to anticipate further potential pupil needs focussing on:

- The visual and hearing impaired
- The broad range of common medical conditions
- Developing both the school's physical environment, and the staff's knowledge, understanding and skills
- Further developing the potential of ICT to support learning and access in general

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Continue to track and monitor progress of individuals and groups of pupils with disabilities
- Use this information to inform the deployment of support staff and resources
- Use this information to support initiatives to meet the Every Child Matters agenda, and prepare children for the wider community

### **1C: Views of those consulted during the development of the plan**

The views and aspirations of disabled pupils and parents are sought through annual reviews, termly parents' meetings and regular less formal meetings. In addition, the priorities of the local authority and local voluntary organisations are sought through regular sharing of information and consultation as appropriate.

The school has set the following priorities in respect of consultation on the plan:

- To extend the pupil voice – seek the views of the school council
- To ensure the school council is representative of all children

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

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

The school has established skills in developing and adapting the whole school curriculum to meet the needs of a range of disabilities, providing challenge and support which has enabled pupils to make good progress. It therefore aims to build on these experiences in a systematic way to establish a sustainable framework which can be used to meet the needs of future pupils.

This will involve:

- a review of the whole school curriculum which will involve identifying the range of opportunities for all children
- incorporating high expectations
- developing learning support skills
- developing appropriate groupings and use of peer support

Expertise will be drawn on from:

- subject leaders
- speech and language therapists
- visually impaired
- autistic outreach
- educational psychologist
- other schools/networks
- Access and Inclusion Lead

Developments will be shared with all staff and implementation will be enabled by the school's flexible approach to initiative.

Disabled children have access to the extended school day, each opportunity/activity is assessed and access enabled wherever possible in consultation with staff, parents and pupils.

The school has set the following overall priorities for increasing curriculum access:

**2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

The physical environment provides good basic provision for the majority of disabilities and a sound basis on which to build refinements. In consultation with pupils, staff, parents, and governors developments to the physical environment will include:

- improvements to the layout of the playground to provide a more stimulating, quiet and protected area from 'normal' play areas

Funding for these improvements to the physical environment of the school will come from a variety of different sources:

**2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled will include:**

- ensuring that homework, timetables, policies etc are made available in other forms eg Braille, large print, simplified language, audio tape etc if required

The specific needs of disabled pupils and families will continually be taken into account and common future needs will be anticipated, enabling a range of formats to be produced. Relevant support services will be accessed for specialised formats.

The school has set the following priorities for providing information for disabled pupils:

- continue to develop staff skills in the use of sign language
- use of ICT to produce audio and visual representation of day to day information

### **3. Making it happen**

#### **3A: Management, coordination and implementation**

The plan will be implemented by the Executive Headteacher, Head of School, SENCO and SEN Governor; the governing body will monitor and evaluate its implementation. Evaluation will take into account SEN, plus school improvement and other policy priorities. It will be coordinated with the LA's accessibility strategy, children's services and health agencies recommendations, particularly in respect of meeting the social and health needs of disabled pupils in school.

In order to be responsive to all new pupil and staff arrivals the plan will be updated annually. A full review will take place every three years.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Development of skills/knowledge of personnel involved.
- Review current disability equality scheme action plan

#### **3B: Getting hold of the school's plan**

The school makes its accessibility plan available in the following ways:

- Available in paper or electronic format; a copy is planned to go on the school website

The school has set the following priorities for making its plan available:

- Adapting the plan so it is readable and easy to understand
- Uploading the plan onto the school web site

September 2019

Review- September 2022