

FOXTON PRIMARY SCHOOL ACCESSIBILITY PLAN September 2018 – 2021

Background:

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 Head/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 of information to disabled pupils, 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.

School Context:

We are a Leicestershire County Council Funded Primary school for children of the age range 4 to 11 years. The school comprises of one building covering a good size site which is all on one level. The school has been extended and modernised with access arrangements kept at the forefront of any works carried out. There is a specific wheelchair access into the hall and Year 5/6 cloakroom, whilst the front of the building also provides flat access. All doors into and within the school are wide enough for wheelchair access.

Our Mission Statement:

'Together, we strive: to provide a highly stimulating and caring environment where all members of the school can achieve their best potential; to have an innovative approach to curriculum design and personalise learning; to support access and achievement for all groups of pupils and staff and reject discriminatory practices.'

School Aims:

We endeavour to have:

- C**onfident individuals who lead safe, happy and healthy lives.
- A** Community where all feel included, valued & supported.
- R**esponsible citizens making a positive contribution.
- E**nthusiastic successful learners who achieve & enjoy school.

Our School Motto:

"Rise to the Challenge."

An Inclusive Framework:

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)

Priorities and Planning:

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- Head teacher
- SENCo
- SEND Governor

Audit:

This was undertaken before the compiling of this plan and shows a reflection of the population of the school at this time. We understand that this is an ever changing population and will review this information annually to ensure that it is representative of the population each year.

Disability is primarily associated with Physical need (P), Sensory need (S), Learning Difficulty (LD), Medical Condition (MC), Mental illness (MI) Specific learning difference (SpLD) e.g. Dyslexia, ADHD, Dyspraxia, ASD, Tourettes, Social, Emotional and Mental Health need (SEBD) and Speech, Language and Communication Needs (SLCN)

Disability	P	S	LD	MC	MI	SpLD	SEMH	SLCN
Pupils	0	3	8	1	0	2	4	8
Employees/ Visitors	0	0	0	1	0	1	0	0
Parents/ Visitors (as known)	1	0	0	0	0	0	0	0

<p>Area for improvement <i>Include here areas where the school will be improving under the 3 headings</i></p>	<p>Action to take <i>What do we need to do to make this happen?</i></p>	<p>Resources <i>What resources we will need to do this in time and money?</i></p>	<p>Responsibility <i>Who will lead on this and who else in involved?</i></p>	<p>Timescale <i>When we will do this nb: some targets may be short, medium or long term</i></p>	<p>Monitoring <i>How we will monitor whether we have made the improvements in the areas we planned</i></p>
<p>Access to and participation within the curriculum</p>					
<p>Short Term: To ensure that all teachers have an up to date knowledge of the types of disabilities they might need to cater for.</p>	<p>SENCo to undertake a training audit and to plan appropriate training as a result.</p>	<p>Time. Budget – visiting speaker (approx. £500).</p>	<p>Head teacher / SENCo.</p>	<p>By summer 2017.</p>	<p>Visiting speaker – 3rd October 2017</p>
<p>Medium Term: To ensure that all out of school activities, with particular reference to residential visits, are planned to promote participation and independence of all pupils.</p>	<p>Head and leaders of residential visits to plan for children who may have physical disabilities which would require specialist input for them to participate fully in all activities. Staffing ratios to be adjusted accordingly. All day trip visits to be planned so that all children can participate fully.</p>	<p>Time. Staffing (Teacher: £200/day; TA: £70/day).</p>	<p>Head teacher / SENCo. / Class teachers.</p>	<p>Ongoing as needs arise.</p>	
<p>Long Term: To investigate the Inclusion Quality Mark.</p>	<p>To begin to implement criteria relevant to the school being awarded the Inclusion Quality mark.</p>	<p>Time.</p>	<p>Head teacher / SENCo. / Class teachers.</p>	<p>By July 2019.</p>	

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Access to the physical environment					
Short Term: To ensure classrooms have appropriate equipment to promote independence and inclusion.	Children who need special equipment or adaptations to existing provision will be identified. Where necessary, specialist input will be sought and their advice will be acted upon. The classroom layout will be adjusted to accommodate any adaptations if necessary.	Time. Budget – equipment.	SENCo / Class teachers.	To be ready for new academic year (Autumn 2017).	Equipment in place by December 2017.
Medium Term: To investigate appropriate equipment for areas of learning outside the classroom.	To look at providing appropriate seating in the dining hall and to be aware of how physical difficulties may impact on areas such as PE. Provide specialist equipment under the guidance of the appropriate outside agency.	Time. Budget – Equipment.	Head teacher / SENCo.	Ongoing as needs arise.	
Long Term: To provide wheelchair access to all cloakrooms.	Plan refurbishment works.	Time. Budget.	Head teacher / SENCo.	Ongoing as needs arise.	
Long Term: To improve fixtures and fittings of all wheelchair accessible toilets.	Plan refurbishment works.	Time. Budget.	Head teacher / SENCo.	Ongoing as needs arise.	Disabled toilet available.

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Availability of accessible information					
Short Term: To provide alternative methods for accessing written information.	Provide written information in alternative formats as and when required.	Time to translate to alternative formats.	Head teacher.	Ongoing - as and when necessary.	
Medium Term: To ensure that all staff have up to date knowledge on the disabilities we have in school and how they can best support them.	Arrange training courses where necessary. Ensure that all staff have an up to date list of alternative methods of providing and accessing written information.	Time. Budget – visiting speaker (approx. £500).	SENCo.	Ongoing.	
Long Term: To provide school brochures, newsletters and other information in alternative formats for parents.	Make sure that information provided is in Dyslexia friendly formats. Offer large print or Braille if necessary. Ensure that parents understand that they can ask for any information in alternative formats.	Time to translate to alternative formats.	Head teacher / Governors / SENCo.	As and when necessary.	

Signed on behalf of the School Governing Body: _____

Date: _____