



ACCESSIBILITY PLAN (statutory)

Skelton Primary School Accessibility Plan 2017-2020

Introduction

The SEN and Disability Act (SEND) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The Equality Act 2010 (updated in Advice for Schools document 2014) aims to protect disabled people and prevent disability discrimination.

Responsibilities

The Governing Body has key duties towards disabled pupils

- Not to treat disabled pupils and their families less favourably for a reason related their disability;
- To make reasonable adjustments for disabled pupils and their families, so that they are not at a substantial disadvantage;
- To plan to increase access to education and extended activities for disabled pupils



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The DFE definition of disability

Guidance from the DFE: a person has a disability if he or she has a long term physical or mental impairment that has a substantial and adverse affect on his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA, is something that is more than minor or trivial.

The definition of a disability is a wide one and includes those with medical needs and a large number of pupils with learning difficulties and emotional, behavioural and social difficulties.

The Access plan is designed to set out proposals of the governing body to increase access to education for disabled pupils in the three areas required by the duties outlined in the DDA by:

- Increasing the extent to which disabled pupils can participate in the school curriculum. This covers teaching and learning, it also includes the wider curriculum such as participation in after school clubs, leisure and cultural activities and extended school provision.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education. This includes physical aids and equipment to access education.
- Improving the delivery to disabled pupils and their families 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 when necessary.

Aims of the Access Plan

- To ensure all pupils and their families are fully involved in school life by indentifying barriers to participation and finding practical solutions.
- To increase the confidence of teachers and teaching assistants when teaching or aiding a wide range of disabled pupils.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and their families and to increase the satisfaction of disabled pupils and their families with the provision made by the school.
- To regularly review and evaluate standards of attainment for disabled pupils.
- To promote equality of opportunity and positive attitudes towards disabled pupils and their families.
- To have a whole school approach to disability, to break down barriers and to lead in respect of accessibility within an individuals area of responsibility.



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Activity

This section outlines the main activities which the Academy undertakes, and is planning to undertake, to achieve the Key Objective.

A. Education & related activities

The Academy will continue to seek and follow the advice of specialist professionals, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

B. Physical environment

The Academy will take account of the needs of students and visitors 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.

C. Provision of information

The Academy will make itself aware of local and national services for providing information in alternative formats when required or requested.

Consultation

Our families are regularly consulted through a weekly newsletter and timely questionnaires seeking views and opinions. The school council meet on a weekly basis to put forward views of their peers.



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Aim: To increase the extent to which disabled pupils and their families can participate in the school curriculum.

CURRICULUM					
	ACTIVITY	STRATEGIES	OUTCOME	TIME FRAME	GOAL ACHIEVED
SHORT TERM	Audit of staff CPD requirements to meet needs of all pupils in their care	Match internal/ external CPD to existing & new staff portfolio	All children in learning environment where their needs are understood and met Calm, focussed children	Annually	Confident staff able to apply strategies
	Review of specific needs of pupils in terms of disability & behavioural needs	Modify playtime/ lunchtime routines to reflect the needs of all pupils	All children enjoying a relaxing, purposeful free time	Annually	All children can enjoy leisure times
	Provision of auxiliary aids for disability	Identify pupils Identify funding streams	Pupils identified through discussion with staff and assessment Laptops purchased and in use allowing all pupils equal access to the curriculum	Annually	All children have access to learning
MEDIUM TERM	To convert Upper quad into a SEND teaching space	Design Obtain estimates and identify funding	A designated space for children with SEND	Summer 2018	Additional T&L space

Next review: Autumn 2019
SLT Responsibility: D. Chadwick



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BUILDINGS					
	ACTIVITY	STRATEGIES	OUTCOME	TIME FRAME	GOAL ACHIEVED
SHORT TERM	Widen steps and put in another gate to Byland road entrance	Obtain quotes	Will allow safer access to the site	Autumn 2017	Access school safely
MEDIUM TERM	Wet room/ Changing Facilities in FS	Obtain estimates and source/identify funding Consult with stakeholders	Comply with DDA and provide facilities so no pupil is excluded on the grounds of their continence	Autumn 2019	
MEDIUM TERM	Electronic Gate	Obtain quotes and feasibility of electronic gates at front of school main entrance	Stop the pedestrian traffic using the carpark for access instead of the footpath. Improve security	Autumn 2018	
LONG TERM	Extra access path	Carry out a feasibility study to install fourth entry gate into school at the bottom of the field, with tarmac'd access path into the top yard	Dispersed points of entry and exit to reduce congestion Funding not available at this stage but possibility of support through grant.	Autumn 2019	
LONG TERM	Medical treatment of pupils	Identify area of school where children can have privacy whilst receiving medical treatment e.g. physiotherapy Review use of existing space	Obtain quotations for adapting building and allocate funding Funding not available	Autumn 2019	

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INFORMATION					
	ACTIVITY	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
SHORT TERM	Availability of alternative formats for written material	Working group gathers information about alternative formats required for pupil population and obtains resources or whereabouts of services	If required school can provide written information in alternative formats e.g. Braille	Annually	Information accessible to all parents carers
	Support reluctant and parents with learning difficulties	Family Support Worker to access families who may not be able to access all written information	Build a list of families who we feel struggle to read/ support their children	Annually	Families more empowered
MEDIUM TERM	All major school documents available in priority alternative formats	Major school documents available in large print and on disc	Documents open to all	Annually	Alternative formats sent out where appropriate
LONG TERM					

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