



SWINGATE PRIMARY SCHOOL

Accessibility Plan



Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 to cover education. Since December 2012 the Governing Body (GB) has had 3 key duties towards disabled pupils, under Part 4 of the DDA, further enhanced by the Public Sector Equality Duty (PSED) of the Equality Act brought into force in schools in December 2012;

- 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 GB of Swingate Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA & Equality Act;

- 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 educational 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. This action plan is identifying how the school will address the priorities identified.

1: Starting points:

1a: Vision and Aims

- Swingate Primary School is a fully inclusive school and welcomes all pupils regardless of ability both physical and learning, gender or cultural background
- All pupils shall have equal access to all aspects of school life including the curriculum, sports, out of school learning, educational visits and lunchtime and play time arrangements.
- The school will support full access to the curriculum, improve the physical environment as far as is reasonable and improve the delivery of written information for parents and carers so that any disabled pupil can fully participate in every aspect of the school.
- The school has an Equality Policy that should be read in conjunction with this plan.

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

- Car parking
- Entrances
- Reception area
- Corridors and cloakrooms
- Toilet provision
- Teaching spaces
- Signage
- Sports facilities
- Lighting
- Acoustics
- Playgrounds
- Clubs
- Educational visits

1b: Information

School's strengths

- All staff have been made aware of DDA & Equality implications through staff meetings and training and as situations arise.
- The school's population is not diverse and has the usual range of need found in all primary schools however specific teaching is provided to children with English as an additional language.
- All pupils at the school are included in all aspects of school life as far as is practicable
- All pupils' attendance is monitored and any disabled pupil is further monitored for trends in attendance, and support provided to improve attendance.
- All pupils have access to all educational visits

School organisation

- Many school policies refer to the Equality Policy. Risk assessments on educational visits identify any hazards and actions to be taken to include all pupils. The School has a policy on administering medicine in partnership with parents, and a majority of staff have had first aid training and training on the use of epi-pen as necessary.

Outcomes for disabled pupils

- All pupils are able to access any suitable extra-curricular activity.

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

- The use of SIMs.net to update records / data
- Further links with outside agencies such as Health Visitor / Doctors / Hospital to ensure pupils' needs are known before starting school
- Further links with other schools to help pupils with disabilities when transferring from another primary school, nursery, or to secondary school

2. The Main Priorities

2a: Increasing the extent to which disabled pupils can participate in the school curriculum

- Planning will consider appropriate differentiation to address pupil need and remove barriers to learning
- This will be carried out in conjunction with other schools and the Local Authority
- It will be led through the Curriculum and on advice from the Headteacher, Business Manager and the Governor responsible for Health & Safety in the School
- This will be in conjunction with curriculum development as identified in the SDP
- It will be in conjunction with the appropriate deployment and training of all staff, especially learning support staff
- It will be viewed in conjunction with the development of the playgrounds, extra-curricular activities, other extended services offered through the school, educational visits, movement around school and the development of the specialist teaching areas

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

- Accessibility to all areas of the teaching & learning environment within the School and where appropriate alternative arrangements to be sought.
- Signage to be appropriate
- Equipment to be appropriate
- Creative Curriculum development
- Educational visits policy

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

- Improvement to signage
- Improvements to disabled toilets
- Provision and maintenance of ramps/lifts

- Provision of large texts, where appropriate
- Provision of appropriate size ICT equipment, where needed
- The school has set out the following priorities for its plan
- Consider hearing loop in school reception area
- Training on developing staff understanding of their responsibilities in meeting the different needs of pupils

2c: Improving the delivery to disabled pupils and parents and carers the information that is provided in writing to those pupils and parents and carers who are not disabled

- Ensure hand-outs, leaflets, worksheets, notices and class notices are in appropriate size text, where needed
- Offer the personal touch (open door policy) for those parents/carers and pupils needing support beyond the written information available to all
- Ensure all pdf documents, where possible, are reader supported
- The school has identified the following priorities for providing information for disabled pupils and parents and carers
- Access support from any relevant support services

3. Making It Happen

3a: Management, Co-ordination and Implementation

Planning:

- The GB will monitor the implementation of the plan and review the plan every 3 years in Terms 5/6, noting any further additions as deemed necessary as more disabled pupils join the school
- The GB will evaluate the plan through observation, reports from the Senior Leadership Team

Co-ordination:

- The Headteacher, SLT and SENCOs will co-ordinate the plan
- The plan will fit in with other Equality related duties to pupils, parents/carers, the public and staff.

Other policies and plans

- The accessibility plan will be part of the SDP
- It is to be read in conjunction with the Equality policy, SEN policy and Health & Safety policy

Implementation

- The plan will allocate lead persons, set clear timescales and identify human and financial resources
- It will build in review and evaluation mechanisms

The school has set the following priorities for the management, co-ordination and implementation of the accessibility plan

- The plan will be reviewed every three years in Terms 5/6
- Responsibility for monitoring the plan is that of the FGB.

3b: Getting hold of the plan

The school will make its plan available through:-

- Displaying it on its website
- Ensuring it doesn't contain jargon, etc.
- Is written in user-friendly words and format and reader supported
- Issuing it to parents on request
- Hard copy in the School office.

This Policy will be reviewed on demand, when relevant legislation changes; the School makes changes to accessibility procedures under consultation or in 3 years, whichever is the sooner.

This Accessibility Plan was approved by the governing body on 15th July 2015

and will be reviewed during Summer Term of 2017/18



..... (signature of Chair of Governors)