

Sessay CE Primary School

Accessibility Plan 2014-2018

At Sessay CE Primary School we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our school provides pupils with the opportunity to experience, understand and value diversity.

This policy and plan has been devised in accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA). It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

Definition of Disability

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We also have a duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

At present we have no wheelchair dependent pupils, parents or members of staff.

Contextual Information

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| Sessay CE Old School Building | The old building is listed. It has narrow, low doors and is difficult to access. The building is used mainly for administration purposes and is accessible via telephone or a camera/buzzer. |
| Sessay CE Classrooms | <p>The classrooms are newly built single storey rooms which are easily accessible for wheel chairs to be used.</p> <p>There is the provision of a disabled toilet Corridors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles.</p> <p>Classrooms are accessible for wheel chairs with clear access to the fire doors.</p> |
| School Hall | In the old school. Wheelchair access would not be possible. If there was a need the school would needs to consider moving the hall space to one of the new classrooms. |
| School Canteen | The canteen is approximately 100m from the school and is accessible via a path. The canteen would be accessible for wheelchairs. |
| Playground | Available for all pupils. |
| Field Area | Available for all pupils. |
| Garden | Available for all pupils. |

| Target | Strategies | Timescale | Responsibility | Success Criteria |
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| Increase confidence of all staff in differentiating the curriculum | Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods | On-going and as required | SENCO | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure classroom support staff have specific training on disability issues | Be aware of staff training needs Staff access appropriate CPD | On-going and as required | SENCO | Raised confidence of support staff |
| Ensure all staff are aware of disabled children's curriculum access | Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child | On-going and as required | SENCO | All staff aware of individuals needs |
| Use ICT software to support learning | Make sure software is installed where it | As required | ECT | Wider use of SEN resources in the classrooms |

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| | is needed | | | |
| All educational visits to be accessible to all | Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness | As required | HT/EVC | All pupils in school able to access all educational visits and take part in a range of activities |
| Review PE curriculum to ensure PE accessible to all | Gather information on accessible PE and disability sports | As required | PE co-ordinator | All to have access to PE and be able to excel |

Improving access to the physical environment of the school

Sessay CE School underwent significant classroom development during the year 2012/2013. This building of 4 new classrooms improved the learning environment and the accessibility to the main teaching spaces. The 'Old School' is a listed building and accessibility cannot currently be further improved.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

| Target | Strategies | Timescale | Responsibility | Success Criteria |
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| Review information to parents/carers to ensure it is accessible. | Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document | During induction On-going | SENCO / Teaching Support SBM | All parents receive information in a form that they can access All parents understand what are the headlines of the school information |

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| | accessible via the school website can be accessed by the visually impaired. | | | |
| Improve the delivery of information in writing in an appropriate format | Provide suitably enlarged, clear print for pupils with a visual impairment | | SBM | Excellent communication |
| Ensure all staff are aware of guidance on accessible formats | Guidance to staff on dyslexia and accessible information | | SENCO | Staff produce their own information |
| Annual review information to be as accessible as possible | Develop child friendly IPM review formats | | SENCO | Staff more aware of pupils preferred method of communications |
| Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems | Access to translators, sign language interpreters to be considered and offered if possible | | SENCO | Pupils and/or parents feel supported and included |
| Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information | Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website. | | SENCO/SBM | All can access information about the school |