

St Paul's CE Primary School

Accessibility Plan 2014 to 2017

At St Paul's CE Primary School we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff, governors, parents and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

In this policy and plan, we will outline how we can promote disability equality for all disabled pupils, staff, governors, parents and other users of our school.

Our school has a duty to promote equality and also to publish an **Accessibility Plan** which explains how we are doing this now and what we plan to do over the next three years.

What Do We Mean By Disabled?

There is a **definition** in the **Equality Act 2010**, which indicates that we consider someone to have a disability if he or she has:

'a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities'.

School Profile

St Paul's CE Primary School is a small, mixed, one form entry primary school situated close to the centre of Stafford. The school has approximately 100 children on roll aged from 4-11. Children are taught in 4 mixed age classes; there is no nursery provision.

The school is built on one level. St Paul's was re-built in 2006-2007 and all the buildings and access points are fully DDA compliant.

The school has strong links with our parish, St Paul's. The vicar leads worship throughout the year and the whole school visits the parish church for major festivals in the Christian calendar.

Each class has a class teacher and each class has access to Teaching Assistant support to meet the needs of individually identified children.

The Equality Act 2010

Under the Equality Act 2010, schools and Local Authorities have a **general equality duty** and new **specific duties**. The equality duty now applies to all those with a **disability** and those with **protected characteristics, which makes it** unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

General equality duty

The **Public Sector Equality Duty (PSED)** has three main elements. In carrying out their functions, public bodies must have due regard to the need to:

1. **Eliminate discrimination** and other conduct that is prohibited by the Act,
2. **Advance equality of opportunity** between people who share a **protected characteristic** and people who do not share it,
3. **Foster good relations** across all characteristics - between those who share a protected characteristic and those who do not.

The duty to have "due regard" to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. The guidance suggests that it is good practice for schools to keep a note of any **equality consideration**, and that publishing it will help to demonstrate that the due regard duty is being fulfilled.

Specific Duties

The new specific regulations require schools:

- To publish information to demonstrate how they are complying with the new PSED, and
- To prepare and publish equality objectives in the form of an Accessibility Plan

In addition to its inclusion within the PSED equality objectives, schools have a duty to make **reasonable adjustments** for pupils with a disability. The DfE non-statutory guidance states that this duty can be summarised as follows:

- Schools must make reasonable adjustments to try and **reduce/remove any disadvantage** to a pupil with a disability or a protected characteristic

- Schools must **provide additional resources**, including human resources, for any pupil with a disability or a protected characteristic when it would be reasonable to do so and if such a resource would alleviate any substantial disadvantage that the pupil faces in comparison to other pupils.
- Schools must **access services** for any pupil with a disability or a protected characteristic, when it would be reasonable to do so, and if the provision of such a service would alleviate any substantial disadvantage that the pupil faces in comparison to other pupils.
- Schools have a duty to **make alterations to physical features** of the school building and surroundings as part of their planning duties.

Reasonable adjustments

Factors a school may consider when assessing the reasonableness of an adjustment, may include:

- the financial or other resources required for the adjustment
- its effectiveness
- its effect on other pupils
- health and safety requirements
- whether resources have been made available through the Special Educational Needs route

The reasonable adjustments duties on schools are intended to complement the **accessibility planning** duties and the existing Statements of Special Educational Need/Educational, Health and Care Plan provisions. These provisions are part of education legislation, under which Local Authorities have a duty to provide resources and services to pupils with a Statement of Special Educational Need/Educational, Health and Care Plan.

In addition to the duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally.

This policy and the accompanying Accessibility Action Plan set out how the governing body will promote equality of opportunity for people with a disability and those with a protected characteristic.

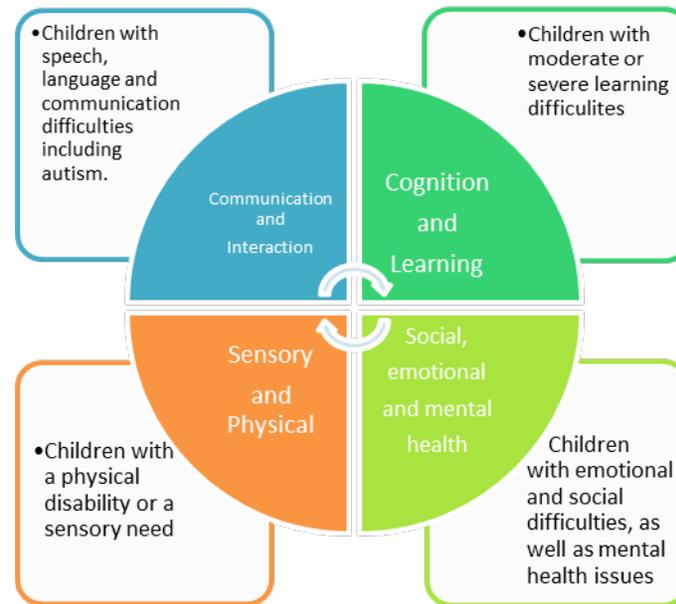
Collecting and Using Data Effectively

The data we collect and collate can inform our school of developing patterns and trends. This information will be used to support the school's self review process and also to inform future planning.

Data Collection on people with additional needs, including those associated with a disability

- We have created a list of pupils who have a **disability** (according to the definition given in the Equality Act 2010).
- We have a register of all pupils with a **Special Educational Need or Disability (SEND)**. These pupils have been identified as having a SEND in one of the four areas identified in the new SEND Code of Practice (September 2014).

The 4 Areas of Need



- We keep a record of all pupils who have a **medical condition** and update their Health Care Plans with parents on an annual basis.

- Staff have the opportunity to disclose any disability to the Head Teacher in confidence. New staff will have this opportunity on an application and following appointment. (When we recruit new staff we follow the County's Human Resources guidelines.)
- Development of data showing disabilities of governors, parents, carers, guardians and other users of school will be ongoing.
- An audit of attendance and exclusions is done termly. Where appropriate this is examined in the context of Disability Equality.
- An audit of pupil performance in KS1, KS2 SATs and internal assessments will be used to look for trends and areas to improve. This will also be achieved through analysis of Raise-online data.

Developing the Scheme with as Many Views as Possible

To achieve a welcoming school for *everyone* it is important that all users of our school have chance to voice their thoughts. Where adjustments need to be made, the best people to inform about those adjustments are the people with the disabilities.

- The views of children have been gathered by interviewing children who have SEN, a physical disability or other impairment which has a long term and substantial effect on their ability to access normal day-to-day activities during their annual review.
- Prior knowledge by the Headteacher and staff of issues relating to individual circumstances has been taken into consideration.

All parties will be consulted, annually, by the SENCO and the results of the surveys will be analysed by them and the link governor to ensure that St Paul's in meeting the needs of our community.

We appreciate the range of views from all users of our school. This has and will help us to focus on removing the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

This includes

- Being able to move around the building easily and confidently.
- Being able to have an equal opportunity to access the lessons and activities in school life.
- Feeling that communication between home and school is always improving and that school can think ahead to anticipate better ways to provide information for all pupils, parent/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme - through training and 'awareness raising' - so that staff and pupils are proactive in including disabled people in every aspect of school life and increasing tolerance of people with differences.

The current situation.

School buildings

- The school is built on one level. It has been re-developed during 2006-2007 and the buildings are fully DDA compliant.
- The main school building entrance is accessible to people with mobility difficulties. There is a ramp and hand rail leading to the main entrance.
- The children's entrance is fully accessible to people with mobility difficulties.

- The doors to the main building and school hall are wide enough to be wheelchair accessible.
- All steps to the building have textured, red paving to make users of the school aware that they are approaching a potential hazard.
- There are 2 access toilets: one for pupils and one for staff and visitors to the school.
- All classrooms have blinds fitted to reduce glare for children who require adjustments to visual presentation of information.
- All classrooms are carpeted to improve the acoustic environment.
- 3 classrooms have underfloor heating to remove the danger of radiators for children.

Mobility and access issues relating to the building are reviewed each year at the *Governors' committees*.

Curriculum Access

- We have an **inclusive ethos** and aim to remove barriers to learning for all children.
- We are **Dyslexia Friendly School**, having achieved Full Status in 2012
- We have **Anti-Bullying Status**, which we achieved by working with children, staff, governors and parents to raise awareness, and by analysing questionnaires completed by all of these groups.
- Children are taught using a variety of **teaching and learning** methods.

- Children with additional needs are closely **monitored** by teaching staff to ensure progress is being made. Where progress is not satisfactory, teaching staff **adapt the learning provision** for the following term to meet the child's learning needs more effectively.
- **Provision Maps** are used to record the interventions and strategies used to support the learning of children with SEND. These are updated termly by the class teacher and SENCo. The information in the Provision Maps is shared with parents at termly meetings. The SEND Register is updated termly, to reflect the number of children identified as having a SEND, as well as the nature of their additional needs and the outside agencies supporting them.
- All teaching staff are trained in 'Assessment for Learning' and this is regularly updated
- We have a good relationship with the **outside agencies** to which we can refer children for additional assessment and support. These include: SENSS Advisory Teacher, Educational Psychologist, Autism Outreach, Speech and Language Therapy, Physical Disability Support Service, Physiotherapist, School Health Advisor, and many other outside agencies. Their advice informs staff of the best ways to provide 'reasonable adjustments.'
- Teachers and Teaching Assistants are offered **relevant training** and work in collaboration with the teaching staff to make sure that pupils with a SEND are appropriately supported. Where appropriate children are taught individually or in small groups to provide them with the skills necessary for accessing the curriculum. Some children have access to small groups which develop their social skills.
- All classrooms have **Interactive Whiteboards** installed.
- The **ICT suite has programmes** available which are able to offer enlarged text and coloured backgrounds as well as auditory support for pupils. All keyboards have coloured keys to differentiate letters, numbers and functions.

Communication Between Home and School

- Parents are informed by Newsletter on a fortnightly basis of school activities and children's achievements. Letters are printed using a dyslexia- friendly font (Comic Sans).
- Parents are approached by the class teacher before children are assessed for Special Educational Needs. All parents are offered the opportunity to meet with the SENCO before their child is added to the SEN register. There is always the offer to explain the reports sent home from outside agencies.
- Parents are offered appointments to meet with class teachers three times a year to discuss pupil progress; written reports are sent out annually at the end of the summer term. Teachers make themselves available to discuss individual concerns at mutually convenient times throughout the year. Concerns can be raised and appointments made when children are dismissed at the end of each day. The Headteacher is available to meet parents by appointment.

Achievements of Disabled People

Disabled pupils are encouraged to participate fully in school life. We will do our best to encourage other disabled users of the school to become actively involved creating a community for everyone.

- Achievements from outside school are recognised every Friday in the "Star Pupil" assembly. Disabled pupils and those with additional needs are well represented in these assemblies.

- The “Star Pupil” assembly on Fridays recognises praiseworthy qualities of all children. The “Child of the Month” assembly recognises achievements and contributions to school life.
- Headteacher awards are made as appropriate during the year. All children are well represented in these awards.
- All children in the school have the opportunity to take part in community competitions and events.

Main priorities of the Disability Equality Scheme

Our school aims to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be reduced by making 'reasonable adjustments' to

- The physical environment (buildings and grounds)
- The curriculum and learning and teaching styles
- Methods of communication and sharing information

The building and grounds will be improved as necessary to meet updated guidelines and any development will be done with consideration for disabled users.

- White markings will be painted on the edges of steps outside the school buildings to assist users of the school who have a visual impairment.
- Signage has been developed to ensure that all school users can access facilities, by adopting a dyslexia-friendly approach including pictures and words.

Curriculum (Learning and Teaching)

There are always adjustments being made to aim to improve everyone's learning experience. We focus on checking that disabled pupils' progress is in line with their abilities. Should we uncover any discrepancies then we will endeavour to investigate, evaluate and improve our practices appropriately.

- All classrooms provide a "dyslexia friendly" learning environment by using appropriate signage and providing key learning information which is accessible to all children. (See Appendix D)
- Interactive whiteboards are available in all classrooms; teachers have been trained to ensure that a wide range of features is used to make teaching accessible to all (eg background colour, font) (See Appendix D)
- The range of ICT resources available to support learning will be extended to all classrooms. Wordshark, and Numbershark will be available on the school network.
- The achievement of all our pupils will be monitored using RAISE online, lesson observations by senior staff and pupil progress discussions.
- Planning by the class teacher will identify the reasonable adjustments being made for disabled pupils and be included in their formal plans where there is specialist provision. This advice will be taken from the SENCO and specialist teachers from external agencies (SENSS, Autism Outreach, Speech and Language Therapy, Physiotherapy, Educational Psychology).
- Core policies will be reviewed on an annual basis and subordinate subjects on a 2 yearly cycle. This will be an agenda item at the Standards Committee meeting in the Spring term. The Anti-Bullying Policy and PSHE and Citizenship curriculum will be updated in the light of the Accessibility Plan.

Communication with all the school's users

We aim to use a variety of communication methods

- Access to written information in the classroom is constantly being reviewed and information from disabled pupils and their parents is always valuable.
- Parents are informed that school information is available on the school website.
- The school website has been re-designed. It is fully accessible to users in their own homes.
- Governors will provide informal opportunities for parents to meet with them to share information.
- One area of concern is when parents themselves have difficulty accessing text. For children on the Special Needs Register, we try to contact parents by telephone as well as by letter to explain the nature of the information and offering an opportunity to come into school and talk through the details. We welcome suggestions of how to identify and overcome this problem.

Revision Of The Accessibility Plan

Information collected for the purposes of this scheme will be reviewed regularly in order to set new priorities for the Action Plan. We must always take account of disabled people's views and the information and data that we collect within our school. The DES will be reviewed fully after three years in December 2010.

Parents, carers and users of our school can request a copy of St Paul's CE Primary School Disability Equality Scheme and Access Plan from the school office. The DES will also be available on the school website. Requests can be made to have a copy in large print.

April 2015

Action Plan for Disability Equality Scheme
Covering 3 years December 2015 – 2018

	Action	Success criteria	Lead person	Timescale	Review
Collecting views to inform scheme	Collect views of disabled pupils in interview sessions with SENCO as part of annual review	Views of disabled pupils will inform actions of DES	SENCo	Annual	Annually in October
	Distribute Questionnaire to parents/carers to include opportunity to raise access/disability issues	Views of parents/carers will inform actions of DES	SENCo	Annually in October	December
	Distribute Questionnaire to all staff to include opportunity to raise access/disability issues.	Views of staff (teaching and non-teaching) will inform actions of DES	SENCo	Annually in October	December
	Distribute Questionnaire to Governors to include opportunity to raise access/disability issues	Views of governors will inform actions of DES	SENCo	Annually in October	December
	Distribute Questionnaire to new parents in admission pack to include opportunity to raise access/disability issues.	Up to date information will be available to inform review of DES	Headteacher/Secretary	Annual	September

	Activity	Success criteria	Lead person	Timescale	Review
Managing the process	Collaborate with local mainstream and special schools to seek advice to support those in the school community with a disability in line with DDA duties.	Advice acted upon and barriers removed for children.	SENCo /Headteacher	Ongoing	Annually
	Increase knowledge of disability and disability legislation of lead person in order to facilitate the raising of the awareness of the whole school regarding DDA duties.	Disability awareness planned and delivered to lead person. Disability awareness delivered to whole school.	SENCo SENCo	Annual staff meeting	Termly SENCO update meetings

	Activity	Success criteria	Lead person	Timescale	Review
Access to the	Agree targets and ensure that these are included in the School Improvement Plan and that resources are identified to ensure their implementation	DES targets for improving access to the physical environment are identified in School Improvement Plan	NB	As need identified	Buildings committee.
	Activity	Success criteria	Lead person	Timescale	Review
Access to curriculum	Provide “dyslexia friendly” learning environment in all classrooms by using appropriate signage and providing key learning information which is accessible to all children.	All children will be able to access resources independently. All children will be able to use key vocabulary independently.	SENCo	Annually	SENCO to report to link governor

	All teachers will use a range of features on interactive whiteboards to make teaching accessible to all (eg background colour, font)	All children will be able to access visual information presented on interactive whiteboards	NB	Annual	SENCO to report to link governor
	Monitor the achievement of disabled pupils using RAISE online, lesson observations by Headteacher and pupil progress discussions.	Evidence of monitoring of disabled pupils' progress and necessary reasonable adjustments being made.	NB	Termly	Monitored by Teaching Practice Committee
	Activity	Success criteria	Lead person	Timescale	Review
Access to wider curriculum	Remove any barriers to allow all children to access school visits and other extra-curricular activities	All pupils will be able to participate in school visits and extra-curricular activities	NB and trip organisers	As part of visit procedures/club procedures	

	Activity	Success criteria	Lead person	Timescale	Review
Access to written information	Inform parents of the availability of information in large print or translation on request.	Information from school will be accessible in large print on request	NB	Annually	

	Activity	Success criteria	Lead person	Timescale	Review
Implementation and evaluation	Agree and formalise systematic procedures that collect views of reasonable adjustments by pupils with a disability and their parents/carers.	Views of pupils will be collected annually. Feedback from parents/carers will inform reasonable adjustments.	SENCo/Lead governor	Annually October	Report to Full governing body meeting annually.
	Agree and formalise systematic procedures for evaluating the impact of reasonable adjustments on pupils with a disability.	Curriculum: termly pupil progress discussions, annual RAISE online analysis. Environment: HT reports to Premises committee on adjustments via Health and Safety report.	Headteacher	Termly	Analysis of RAISE online data, pupil progress discussions Teaching Practice