

School Accessibility Plan 2018-2021

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, people recovering from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of the school's plan

Akroydon Primary Academy recognizes and accepts the need to make all reasonable provisions for the admission of disabled pupils. As part of the school's commitment to disabled access, the school has the following aims:

- We will do everything possible within budgeted resources to improve the school's physical environment by making reasonable adjustments, when and where necessary, in order to allow the movement of disabled pupils around the school.
- We will continually review the school's curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them.
- We will review the school's admissions policy so that reasonable adjustments may be made for disabled pupils seeking admission to the school.

We will provide training for both teaching and non-teaching staff so that they are aware of and able to meet the needs of disabled pupils.

1B: Information from pupil data

At the present time, the school has pupils with Autistic Spectrum Disorder, Asthma, Cerebral Palsy, Diabetes, Epilepsy, Incontinence, Microcephaly, Reflex Anoxic Seizures as well as those who have impairments in language development, hearing, speech, sight and physical movement.

2. The main priorities in the school's plan

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

Timescale	Targets	Strategies	Outcome/Goal Achieved
<p>End of each academic year in preparation for new academic year.</p>	<p>Raised awareness of the curriculum needs of pupils with disabilities.</p>	<p>SENCo and/or previous class teacher to meet with staff of new class to ensure they are aware of children's needs.</p> <p>Liaise with outside agencies to provide advice/training if necessary.</p>	<p>All staff have an overview of the needs of these pupils.</p> <p>Increased access to the curriculum for these pupils.</p>
<p>As necessary if children join school or become ill mid-year.</p> <p>End of academic year in preparation for new academic year for children with ongoing conditions e.g. diabetes</p>	<p>Train identified personnel to administer medication</p>	<p>School to cooperate with parents in the administration of medication to those children whose education would be disrupted if it was not available in school.</p> <p>If necessary liaise with partners in the Health Authority and seek suitable training. Have written procedure.</p>	<p>Children in need of medication able to access whole curriculum.</p> <p>Clear agreed procedure for administering medication.</p>

<p>At least yearly i.e. end of academic year in preparation for new academic year</p>	<p>Accommodate toileting and care needs of incontinent pupils</p>	<p>Organise for the provision of suitable equipment. Make sure children are aware of e.g. where to access equipment if they have moved to new part of the school.</p> <p>Make sure staff are aware of needs of incontinent pupils. If necessary consult with Health Authority partners to provide training for staff in toilet training techniques and ways of meeting needs of pupils who are incontinent.</p>	<p>Sensitive procedures for efficient care of pupils who are incontinent.</p> <p>Agreed procedures for sensitive toilet training.</p> <p>Access to the whole school curriculum and increased inclusion.</p>
<p>At least yearly i.e. end of academic year in preparation for new academic year</p>	<p>Classrooms are optimally organized for disabled pupils.</p>	<p>When organising classrooms for the forthcoming year ensure the needs of disabled pupils are considered e.g. adequate space provided for children with physical disabilities to ensure they are able to move around the classroom, hearing and visually impaired children situated in a suitable position in the classroom etc.</p> <p>If necessary consult with outside agencies for advice regarding adaptations, use of aids etc. are situated in suitable positions within the classroom etc.</p>	<p>Classrooms are optimally organized for disabled pupils.</p>

Continuous	Clarification of the support role of school staff when working with pupils with Speech and Language difficulties	Work with SALT service to give guidance to the school staff in supporting individual children.	Appropriate support for pupils with speech and language difficulties. Increased access to the curriculum for these pupils.
Continuous	All pupils have access to a broad and balanced curriculum	<p>All pupils are encouraged to take part in all areas of the curriculum at a level appropriate to their ability. Lessons address a variety of learning styles and work is differentiated and provided in a form suitable to the child's needs e.g. larger print, use of ICT etc. if necessary.</p> <p>Disabled pupils who cannot participate in particular activities e.g. in PE are given suitable alternative experiences or are given the opportunity to work in a different year group. Seek advice and liaise with other agencies regarding statemented pupils' access to the curriculum.</p> <p>Seek training if necessary e.g. child with physical disabilities to be provided with training in touch typing.</p>	All pupils participate in all National Curriculum subjects at a level that is suitable for them.
Continuous	School visits are accessible to all pupils	The needs of disabled pupils are considered when planning a school visit and suitable arrangements made e.g. parent to accompany child, amount of walking required reduced for some children.	All children able to participate in school visits undertaken by the class.

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

Timescale	Targets	Strategies	Outcome/Goal Achieved
Long Term	To review annually all areas of the school in order to ensure there are no physical barriers to access for current and prospective pupils with disabilities.	Make any necessary low key adjustments as children with disabilities progress through school to maximize physical access, improve acoustics and maximize visual clues e.g. Fit ramps and handrails. Make sure pathways around school are safe and well signed.	Access to all areas of school for all pupils. Increased pupil autonomy.
Long term	The school plans to take into account the needs of pupils and visitors with physical difficulties and sensory impairments, when planning and undertaking future improvements and refurbishments of the site and premises, in order to improve access over successive financial years.	<p>Make arrangements for parking near school gate/in car park.</p> <p>Emergency and evacuation systems to inform all pupils e.g. flashing lights. Use of tactile signs. Signs in Braille.</p> <p>When redecorating choose colour schemes with appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.</p> <p>Furniture and equipment selected, adjusted and located appropriately.</p> <p>Fit disabled toilets on all levels of school.</p>	

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Timescale	Targets	Strategies	Outcome/Goal Achieved
Continuous	To provide written materials in alternative forms when required or requested	The school to ensure that information is presented in a user-friendly way, e.g. use of font style and size, use of support staff to assist with reading, use of I.C.T.	Delivery of information to disabled pupils improved
Long Term	As above	Where necessary the school to liaise with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard written print.	As above.