



All Saints' Primary School Accessibility Plan

Timescale Covered : September 2016 - August 2019

Introduction

All Saints' Primary School aims to increase the access to education for disabled pupils in the areas required within the Equality Act (2010):

1. Increasing the extent to which disabled pupils can participate in the school's curriculum.
2. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

We are required to resource, implement and review and revise the accessibility plan as necessary. Below is a set of action plans showing how the school will address the priorities identified in the plan.

The definition of 'disability' under the Equality Act 2010

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Our vision and values.

All Saints' Primary School is an inclusive school where we strive to meet pupils' needs through a positive and proactive approach. We aim to provide an educational environment that supports pupils' attainment and progress, well-being and emotional health and allows all pupils to access all areas of school life, enabling them to reach their full potential.

We believe that inclusion is a process through which we are developing our policies and practices in order to provide meaningful participation and achievements for all our pupils. School staff are committed to identifying and eliminating barriers to learning, whenever possible and promoting equality of opportunity throughout the whole school.

The school has worked towards a more inclusive curriculum by :

- Differentiating the curriculum to meet the individual needs of pupils.
- Responding to pupils' diverse individual needs
- Making appropriate adaptation in response to barriers to pupils.

The characteristics of our school

All Saints' Church of England Primary School is an average sized, one form, primary school. The proportion of pupils known to be eligible for free school meals is above average with the deprivation indicator being significantly above average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is currently below average, but rising. The proportion of pupils from minority ethnic groups is well above average and a high percentage of pupils are starting school with English as an additional language. We are an outwardly looking school who works in collaboration with a number of other schools and multi-agency partners.

The current school population of All Saints' includes children with: learning difficulties; Autistic spectrum condition; emotional health and behavioural difficulties; hearing impairments; sensory impairments; speech and language impairments; medical conditions, including epilepsy, neuro-muscular condition, heart defects and other physical conditions.

In line with the Equality Act, there are no areas of the curriculum to which the existing pupils with disabilities do not have access.

- All disabled pupils presently attending the school have access to off-site activities such as trips, which are planned for and the necessary risk assessments made.
- Additional staff are deployed, as required, to support children with disabilities on such excursions.
- Pupils with disabilities have access to all areas of the school's buildings and the vast majority of the school grounds.
- Additional support is deployed where it is most needed and different learning styles are planned for.
- The advice of outside professionals such as the Educational Psychologist, speech and language therapists, RANS (Rochdale Additional Needs) and Healthy Young Minds is sought, and their recommendations implemented, to make better provision for our disabled pupils.
- Specialist equipment such as pencil grips and specialist seating have been purchased for use by those children with motor difficulties.
- Individual Risk Assessments and Individual Health Care plans are written and adapted when needed for specific pupils in order to ensure safe and positive access to all areas of the curriculum and the school building. Adaptations identified as needed in these documents are put in place in order to support pupils and their learning, access and experiences.
- Social skills resources have also been purchased for those children with social, communication and interaction difficulties.
- Sensory equipment has been purchased and interventions set up to meet the needs of children with sensory needs and/or sensory processing difficulties.
- Staff are encouraged to undertake professional development in order to extend their knowledge of the disabilities affecting the children in their care and consequently raise standards.

Management, coordination and implementation

The governing board of All Saints' Primary is responsible for this plan. The responsibility for implementation has been delegated to the Head and Deputy Head teacher, who will report on it annually. Detailed analysis of end of key stage assessment data will be used to evaluate the plan and the views of parents and pupils will also be considered in the evaluation process.

Getting hold of the school's plan

This plan is available to view/download from the school's website, or can be obtained as a paper version from the school's office.

Plan written by R Parsons/ S Hardy – September 2016

The main priorities in the school's plan

<u>Area 1: Increasing the extent to which disabled pupils can participate in the school curriculum</u>					
<u>Action</u>	<u>Complete by:</u>	<u>Person Responsible</u>	<u>Success criteria/ outcome</u>	<u>Resources</u>	<u>Action/ Review</u>
Short Term Training on writing more effective pupil provision plans	December 2016	SENCO	Pupils have SMART targets to work towards. Increased parental involvement PPP target impacting positively on progress.	SENCO time Staff meeting time	SENCO to plan training Termly reviews of PPPs by SENCO
Medium Term Training for teaching staff on meeting the needs of pupils with ASC	September 2017	S Hardy	Staff will have a more in-depth understanding of the difficulties faced by pupils with ASC. Staff better equipped to adapt provision and practices to meet the needs of learners with ASC.	Financial cost Time = ½ INSET day Appropriate trainer Individual pupil resources	Training to be arranged, attended and evaluated. Follow-up support to be provided by SENCO
Long Term Training for teaching staff on sensory processing difficulties in children	July 2018	SENCO	Staff will have a range of strategies that they can employ to support pupils. Pupils with sensory issues will have adjustments in place to support their individual needs.		

<u>Area 2: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</u>					
<u>Action</u>	<u>Complete by:</u>	<u>Person Responsible</u>	<u>Success criteria/ outcome</u>	<u>Resources</u>	<u>Action/ Review</u>
Step markings to be re-painted to make more accessible to people with visual impairment. Programme of carpets and floor surfaces to be replaced	2016-2019	School business manager/ Headteacher SENCO/ caretaker	Floor surfaces that are fit for purpose and prevent trips/falls.	Carpets £1,000 - £2,000/ room KS1 corridor £4,000	Reviewed and developed on a termly basis.

Medium term Widening of doors and adding accessible ramps. Improving the accessible toilet facilities in the main building including a new changing bed and hoist.	July 2017	School business manager/ Headteacher/ RANS/ SENCO/ Caretaker	School is much more accessible to wheelchair users.	School contribution £ 15,000 approx	Regular planning with RANS
Long term Changing doors throughout KS1 and other targeted parts of the school to incorporate visibility panels.	July 2017-2019	School business manager/ Headteacher SENCO/ Caretaker	Increased safety for children and adults with physical or other disabilities.	Approx £1,000 / internal door	Review annually to identify the next phase of work.
Long term To audit and adapt provision, where necessary, to make school more hearing impairment friendly.	July 2019	SENCO Caretaker RANS- hearing impairment team	The school environment is best adapted to support children with hearing impairment.	Staff meetings Cost of equipment £1,000 SENCO/ RANS time	Audit 2018 and develop a plan based on the findings.

Area 3: Improving the Access to information					
Action	Complete by:	Person Responsible	Success criteria/ outcome	Resources	Action/ Review
Short term Update and provide necessary training to relevant staff to use Clicker 7 to provide specific support to children with literacy difficulties.	Dec 17	SENCO	Clicker 7 training attended by staff and the program implemented for targeted pupils.	Purchase Clicker 7. Allocate a laptop for this specific use.	Review impact termly as part of Pupil Progress Meetings.
Medium term To ensure that pupils with additional needs can access school information as fully as those without.	July 2018	SENCO All staff	Practice is reviewed Develop individual 'Information Passports.'	Staff meeting time. Perfoma developed. Resources as necessary.	Review impact of passports and adaptations with individual pupils.
Long term To review signage around school and develop a more accessible format to support people with communication/visual difficulties.	July 2019	SENCO Caretaker Business manager	Signage around school will be more accessible.	Purchase new signage. Staff awareness.	Feedback from pupils, parents and visitors.