

Pudsey Bolton Royd Primary School

'Succeed today,



prepare for tomorrow'

'A happy, welcoming, school community where we all engage, achieve and excel.'

ACCESSIBILITY PLAN 2016 -2019

Introduction

At Pudsey Bolton Royd we are committed to providing a fully accessible environment which values and includes all pupils, staff, 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, acceptance and inclusion. Our plan aims to increase the accessibility of provision for all pupils, staff and visitors to the school.

Key Aims of the Plan

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to use it.
- Prepare and publish an Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan sets out how the governing body will improve equality of opportunity for disabled people. It aims to reduce and eliminate barriers to access to the curriculum and support full participation in the school community for pupils, and prospective pupils, with a disability. This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 (Accessibility for disabled pupils – accessibility plans).

Definition of Disability

Under the Equality Act 2010, a person has a disability if—

- (a) the person has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Principles

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy. The school recognises its duties under Part 6 of the Equality Act 2010, including the duty to prepare, implement, review and revise an accessibility plan.

The accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) 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
- c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

In performing their duties, governors and staff will have regard to relevant Codes of Practice, ensuring the school;

- recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 and SEN Code of Practice 2014 which underpin the development of a more inclusive curriculum:
 - o setting suitable learning challenges
 - o responding to pupils' diverse learning needs
 - o overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Action Plan 2016-2019

The following pages contain our planned actions around the three required broad themes. Some actions are on-going, included here for information to parents/carers, and to act as prompts in the review process for staff and governors.

This Accessibility Plan was reviewed by C.Tate (May 2016)) and presented to the full governing body

Review date: May 2019

PUDSEY BOLTON ROYD ACCESSIBILITY PLAN 2016-2019

Aim 1: To increase the extent which disabled pupils can participate in the curriculum

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to attend age related after-school clubs, leisure and cultural activities and educational visits. Our key objective in this Accessibility Plan is to continue to reduce and eliminate barriers accessing the curriculum and to ensure full participation in the school community for pupils, and prospective pupils with a disability. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes.

target	actions	timescale	responsibility	outcome
Identification of pupils who may need additional / different provision	Early identification of pupils who need additional/different provision through SEND termly reviews with teachers, admission meetings with new parents, contact with previous schools for pupils who transfer to this school.	Ongoing	Class teachers SENCO Business manager	Pupils with additional needs are identified early and appropriate provision put in place.
Increased skills and confidence of all staff in differentiating the curriculum	Be aware of staff training needs and assign CPD accordingly. Support staff skills audit; access to CPD. PE coordinator to support teachers in differentiating curriculum for pupils with disabilities.	Ongoing and as required	Head teacher Deputy Head SENCO P.E Co.	Lesson observations demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Make sure appropriate software installed where needed; advice taken from outside agencies.	Ongoing and as required.	SENCO Computing Co.	Wider use of SEN resources to support learning
Ensure ongoing compliance with the Equality Act 2010, Children & Families Act 2014 and SEN Code of practice 2014.	Review all statutory policies to ensure that they reflect inclusive practice and procedure.	Ongoing	Head teacher Governing body	All policies embrace the principles of equality of opportunities for all
Collaboration and sharing	Maintain close liaison with parents through	Ongoing	Headteacher,	Clear, collaborative working approach

between school and families	formal parent consultations; informal meetings; newsletters, home/school diaries.		SENCO, Teachers Teaching assist.	
Collaboration between all key agencies	Maintain close liaison with outside agencies for pupils with on-going health needs e.g. children with severe asthma, epilepsy or mobility issues.	Ongoing	Headteacher, SENCO Teachers Teaching Assist.	Clear, collaborative working approach
Raise attainment and narrow any gaps in attainment that may exist	Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents. Continue to purchase traded speech therapy time to support	Termly	Headteacher, Deputy HT SENCO, Teachers, Support staff, Parents	Progress made towards IEP targets. Assessment shows clear next steps and progress made.
Opportunities for children to see positive role models with disabilities	Visitors into school. Purchase of materials which portray positive images of people with disabilities:	Ongoing – review annually	School leaders SENCO Teachers	Resources are easily visible Planning shows consideration of possible visitors to school Positive attitudes towards those with disabilities and towards principles of inclusion.
Continue to develop range of learning resources, including ICT software, that are accessible for pupils with different disabilities.	Subject leaders, in conjunction with SENCO, to review resources to support children with specific disabilities in their curriculum areas.	Ongoing	Subject leaders SENCO	Pupils with disabilities are supported in their learning with appropriate resources.
Increased participation in extra- curricular activities, disability sports events.	Encourage participation in clubs at lunch and after school by disabled children; facilitate participation in disability sports events.	Ongoing	SENCO PE Coord.	All children have access to full range of extra- curricular activities.
Teachers and teaching assistants develop skills to support pupils who have specific disabilities.	Review CPD opportunities for staff to support pupils with specific disabilities. Ensure moving and handling training up to date.	Ongoing	SENCO	Review CPD opportunities for staff to support pupils with specific disabilities. PE coordinator to support teachers in differentiating curriculum for pupils with disabilities.

Aim 2: to improve access to the physical environment

There is a wide range of equipment and resources available for day to day use. To meet individual, specific needs. We meet and consult with parents, advisors and other agencies and make reasonable adjustments to ensure our environment is fully accessible.

target	actions	timescale	responsibility	outcomes
All pupils with mobility issues can be safely evacuated	All personal emergency evacuation plans (PEEPs) are in place and up-to-date, and that staff (including new staff) are aware. Request visit from Fire Safety officer (SENSAP team) to review requirement for Evac chair.	Ongoing Autumn 2016	Headteacher SENCO	Successful fire drills. Pupils evacuated safely in case of fire.
Ensure that furniture and physical arrangement of furniture in school is appropriate to the needs of disabled pupils.	SENCO to review physical access needs of disabled pupils with CT's at termly review meetings. Make adequate provision through any adaptations necessary.	Ongoing	SENCO Support from O.T. Physiotherapist.	Pupils able to access environment independently and comfortably
Ensure that all pupils can access personal hygiene facilities.	Hoist to be fitted to medical care suite to facilitate safe toilet access for pupils with physical disabilities.	Summer/Autumn term 2016	Head teacher SENCO	Pupils can access toilet facilities safely and with dignity.
All educational visits to be accessible to all	Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness Consider costs of coach with easier access as required	Ongoing	Educational Visits Coordinator Headteacher SENCO	EVOLVE form and risk assessments all completed All pupils in school able to access all educational visits and take part in a range of activities
Pupils with medical needs are fully supported in line with DFE guidance 2014	Needs identified by liaison with teachers, SENCO or on admission. Health care plans maintained and adhered to. Appropriate risk assessments in place. Appropriate training in place for staff.	Ongoing	SENCO Family support Manager	Effective plans and support in place.
Roads and paths around school are as safe as possible.	Communication with parents via safety messages / letters / walk to school week.	Ongoing		Disabled people to move unhindered along exterior pathways.

Aim 3: to improve the availability of accessible information to disabled pupils

We provide access to information and performance updates in a variety of ways including: – newsletters, Pudsey Bolton Royd website, open days, parent consultation

evenings, SEND review process and additional meetings with parents as required.

target	actions	timescale	responsibility	outcomes
Ensure that disabled pupils and parents can access written information, providing alternative formats where necessary for identified pupils.	Guidance to staff in making written information accessible to all pupils, including disabled pupils. Adaptations to be implemented where necessary for identified pupils e.g. visually impaired. Review home/school communications and website information to ensure user friendly language, clear layout and availability in dual language.	Ongoing	Head teacher SENCO	Written information is accessible to all school community.
Ensure visual supports used in classrooms and staff are confident in using them.	Visual timetables in use for identified children. Arrange CPD for support staff in using visual supports (to be delivered by speech therapist.	Summer/Autumn 2016	SENCO Class teachers Teaching ass.	Pupils with SLCN are supported by visual prompts in class.
Re-investigate SEN parent support forum to raise awareness of disability	Explore demand, shape and nature for forum in discussion with parents	Autumn/Spring 2016.17	SENCO Family Support manager	Active parent forum group impacting positively on school practice
Make full use of external providers of support including the Local Authority for providing information in alternative formats (for example Braille or audiotape) if required	Continue to access support from external providers such as: SENIT (Leeds SEN Inclusion Team) Educational Psychology Team Speech and Language Therapy DAHIT (Deaf and Hearing Impaired team) VIT (Visually Impaired Team) STARS (Autism support)	Ongoing	Head teacher Business Manager Family Support manager.	Delivery of school information to parents and the local community improved