

Coxheath Primary School

Accessibility Plan

May 2016

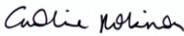
We, the Governing Body of Coxheath Primary School, hereby revoke the policy(s) specified below:

and declare that this policy is the one which should be adhered to from the date stated above until such time that it too is revoked.

Date Agreed : May 2016

Date of Next Review : May 2019

Key Contact Personnel in School

Signed: 

Head teacher

Signed: 

Chair of Governors

This policy consists of 5 pages.

Background

A disabled person is someone who has a physical or mental disability that has an effect on his or her ability to carry out normal day-to-day activities.

The effect must be:

- Substantial
- Long term
- Adverse

The Government's commitment to preventing discrimination is demonstrated by:

- Disability Discrimination Act 1995
- Special Educational Needs and Disability act 2001
- Inclusive schooling 2001
- Evaluating Educational Inclusion-OfSTED

It is unlawful to discriminate, without justification, against disabled pupils in school life and schools are encouraged to go beyond compliance and work towards eliminating discrimination altogether.

We must ensure that disabled pupils are not treated less favourably and must take reasonable steps to avoid putting disabled pupils at a substantial disadvantage, this is known as the 'reasonable adjustments duty'.

Introduction

The Disability Discrimination Act 1995 (DDA) as amended by the Special Educational Needs and Disability Act 2001, places a duty on the responsible bodies of all schools to plan to increase the accessibility of their individual schools for disabled pupils, prospective disabled pupils, members of staff, parents and visitors.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day to day activities.

The Governors and staff of Coxheath Primary School aim to make the learning environment of the school fully accessible to disabled pupils. This is not immediately possible but over a period of time, using this plan, it is hoped that as full accessibility as possible will be attained..

The School's Accessibility Plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school's curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- Improve the availability of accessible information for disabled pupils

Consideration will be given to:

- Preparation for entry to school
- The curriculum – teaching and learning
- Classroom organisation
- Timetabling for individual and groups of children
- Access to facilities
- Sports facilities
- Policies

- Playtimes and lunchtimes
- Assessment and examination arrangements
- Discipline procedures-rewards and sanctions
- Exclusion procedures
- School trips, clubs and activities
- Preparation for the next phase of education

Information Gathering

The school will endeavour, through a variety of means, to ensure that it has gathered as much information as possible about children, both before entering school and whilst they are on roll, in order to ascertain any physical or mental impairment.

This is carried out through a pre-school letter requesting information and an annual review of information held sent to parents for checking and the addition of any further information.

Any information gathered verbally directly from a parent or guardian will be added to our information list, or if heard indirectly, then checked with the parent/guardian for accuracy before being added.

Disabilities

Disabilities may include:

Diabetes:

All teachers will be made aware of a child with diabetes and the necessary action to be taken if circumstances require

Visual Impairment

Any child with visual impairment will be appropriately placed in the classroom and suitable material used to accommodate the difficulty. All steps will be taken to ensure full participation in all activities.

Hearing Impairment

Any child with a hearing impairment will again be appropriately dealt with by positioning in the classroom and all steps taken to ensure their full participation.

Dyslexia/Autism

Appropriate strategies and materials will be adopted to enable children with dyslexia/autism to be included in all activities

Allergies

All possible precautions will be taken to ensure children with allergies are protected and appropriate steps taken should a reaction occur

Asthma

Children with asthma must have immediate access to an inhaler if prescribed by their doctor. This will be kept in the classroom and taken into PE lessons.

All teachers are made fully aware of the needs of children with a medical or learning difficulty. Photographs of all children with medical needs are displayed in the relevant classrooms.

Medication

Children requiring medication may continue to come to school providing they are fit enough to attend and do not carry the risk of infecting others. All medications will be stored in the locked cabinet in the school office.

Disabled Toilets

The school has disabled toilet facilities in both buildings.

Wheelchair Access

Should a child require wheelchair access, then some parts of the school would be excluded and modifications/alterations would have to take place.

Curriculum Access

All children have access to all aspects of the curriculum. Work is differentiated to allow all pupils to work at a level appropriate to their abilities. Some children require support from Teaching Assistants and this is provided where necessary. None are excluded for any reason.

Clubs and Activities

All children are able to attend school clubs and associated after-school activities. No child is excluded from these activities.

Future Building

Any new build will conform to all regulations regarding access by disabled people. Should the need arise governors will consider urgent adaptations to existing buildings.

Action Plan

- A. Increase the extent to which pupils with disabilities can participate in the school's curriculum
- B. Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- C. Improve the availability of accessible information for disabled pupils

	<u>Key Tasks:</u>	Lead Person	Timing	Resources	Monitoring	Anticipated outcome
A	To increase the role and impact of the school council (pupil voice) in both strategic development and learning-develop their own action plan	LD/SG/PB	Ongoing	As issues identified	Govs	Clear and understood involvement of the school council in the wider running of the school.
A	Review implementation new data analysis tools to compliment and support intervention programmes with both vulnerable groups and the more able children	CR/MH	Ongoing from April 2016	CR and MH release time	AEN Govs	Clearly defined AEN / Vulnerable groups who can receive targeted support
A	Further monitoring of AEN provision and review of vulnerable groups in relation to the introduction of the new curriculum and new assessment tool	LD/SG	Term 5 2015-16	Training for SENCo team £200	CR	Clearly defined AEN / Vulnerable groups who can receive targeted support
A	Recruitment of new Reading Recovery Teacher	CR	September 2016	Training as appropriate £2,000 for RR training costs	Govs	HT can hand a significant number of roles and responsibilities over
B	Construction of new classrooms	CR	Jan 2016	From LA	Govs	Additional space for increasing numbers
B	Infant library-review location	MH	September 2016	Meetings time Working party	CR	Additional space created just off the old library area. Improved function and more available space.
B	Disabled access: continue to review accessibility in relation to legislation and	CR	Ongoing	Follow recommendations of	Govs	To comply with disability regulations as appropriate and

	what is practical within the scope of the site / finances			conditions survey /		affordable
C	Further exploit the use of the school website and a point of contact and source of information	CR	Ongoing from January 2016	Time to manage system	Govs	Improving accessibility and information for parents and visitors

Cross Reference

Please also see Inclusion Policy, Health & Safety Policy, Racial Equality Policy, Equal Opportunities Policy, Admissions Policy, Disability Equality and Action Plan and Asthma Policy.

Procedures adopted by the School in the event of wishing to exclude a child from part of the curriculum, club or school activity

Every possible effort will be made to include all children in all activities in the curriculum and those associated with the school, but there may be circumstances when this is not possible.

These are:

- When the health and safety of the child is at risk
- When the health and safety of another child is at risk
- The benefit to the rest of the class is jeopardised

Behaviour

Please refer to our Behaviour Policy.

In the event of a club or activity, parents will be contacted to endeavour to seek a joint solution before exclusion takes place.

Physical Difficulties

If individual risk assessments made, seek outside advice as to whether adaptations or additional equipment may be necessary.