



CASTILION PRIMARY SCHOOL

Engage, Enthuse, Empower



Reviewed	Agreed by Staff	Review Date	Committee responsible for review
September 2020	September 2020	When necessary	Learning and Achievement

Accessibility Plan

Introduction

Schools' duties around accessibility for disabled pupils 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 (paragraph 3 of schedule 10) . 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; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.
- This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.
- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Castilion Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

Castilion Primary School aims :

'Raising the standards and expectations of all pupils based on their needs, attributes and achievements in a secure, happy and stimulating environment'.

i) with special educational needs

ii) with disabilities

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered. 2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities. Castilion Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Equality Diversity
- Inclusion / Special Educational Needs and Disability

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of Increasing the extent to which disabled pupils can participate in the school curriculum The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils’ behaviour and access to learning. The school works closely with specialist services including:

- Bexley LA Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Castilion Primary School.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

Review

The Governing body reviews this policy every two years. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: Head Teacher

Date:

Signed: Chair of Governors

Date:

Accessibility Action Plan (Appendix 1)

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	DH / HT	Staff aware of services available through LA Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.	Contact details & cost of translation / adaptation	In place & ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents.
Training for teachers on differentiating the curriculum and effective communication with parents	SENCo DH / HT	Staff training and meetings with parents of SEN pupils arranged	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
Training for staff on increasing access to the curriculum for disabled pupils	SENCo DH	Staff training on signing / Braille etc. On-going training on Aspergers Syndrome.	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met
Appropriate use of specialised equipment to	SENCo DH/HT	Alphasmart word processors for pupils with specific recording difficulty. Specific training in word	Specialist equipment as listed	In place & ongoing	Increased access to the Curriculum Needs of all learners met.

benefit individual pupils and staff		processing skills through Touch Type Programme. Laptops Adjustable stool for nursery nurse. Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Braille machine. Staff trained as appropriate.			
Improve signage to indicate access routes around school	SBM / HT	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school Provide access plan of building in reception area	Cost of signs	ongoing	Disabled people aware of
Maintain Safe Access around exterior of school	SBM/HT	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in ground`s maintenance contract	ongoing	Disabled people
Provide specialist play equipment	SENCo HT	Enable disable pupils to enjoy play which would usually be inaccessible to them.	SEND costing	ongoing	Disabled pupils using play equipment

