

# Policy

## Roundwood Primary School

### Accessibility Plan

#### Introduction

The SEN and Disability Act 2005 extended the Disability Discrimination Act 1995 (DDA). Since September 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 a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ 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 a set of action plans showing how the school will address the priorities identified in the plan.

This plan should be read in conjunction with the school's Special Educational Needs Policy and Equality Plan.

#### Definition of Disability

Disability is defined by the Disability Discrimination Act 2005 (DDA) as:

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

#### Key Objective

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for pupils, prospective pupils, staff and visitors with a disability.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Inform all staff of the existence of the Accessibility Plan and its aims for our school
- Using the experience and expertise of those involved with our school community create a three year action plan to address needs and prioritise

### **Current Situation**

A whole range of initiatives and strategies are currently in place to help make the curriculum accessible to all, which are invoked when and if a need is identified.

### **Strategies:**

1. Individual, county funded support for children with a Statement of Special Educational Need.
2. Individual and small group support from outside agencies, resulting from successful referrals to the relevant support services.
3. Individual and small group support delivered by our LSAs and funded from within the school's SEN budget. This is determined by the relative needs of the children and budgetary constraints.
4. Additional Literacy Support/Sir Kits (ALS) – small group support for year 3 pupils. ALS is a catch up programme based on the KS 1 phonics programme and is delivered by our LSAs and monitored by the class teacher/SENCo.
5. Early Literacy Support (ELS) – small group support for KS1 children. ELS is a catch up programme based on the Foundation Stage phonics programme and is delivered by our LSAs and monitored by the class teacher/SENCo.
6. Springboard Maths – small group support for children in years 5 and 6 who are up to one National Curriculum level below national average in Numeracy. Delivered by the LSAs and monitored by the class teacher/SENCo.
7. Spelling Workshops – small group support for year 3, 4 and 5 children whose spelling age is more than one year behind their chronological age. The workshops are delivered by the LSAs and monitored by the class teacher/SENCo.
8. Individual Support. A small number of children may receive individual support from an LSA. This is usually acting on the advice of an external agency to support these children in literacy, numeracy, social skills or behaviour management.
9. EAL – small group support to help children for whom English is not their first language.
10. Hospital Support – children are eligible for support when they have been absent from school for a considerable time due to injury or illness. They may receive a home/school tutor to help them catch up.
11. Gifted and talented Maths – small groups of children receiving opportunity classes to work alongside other children of similar abilities.
12. Additional LSA support in KS1 classes - allocated according to need.
13. ICT support – the school has a number of software programmes to support learning in core subjects. These programmes are available in all classrooms and in the computer suite. (Clicker 5, Wordshark, Number Shark).
14. 'Write From The Start' – a wave 2 intervention to support children in key stage 1 and 2 who are experiencing difficulties with fine motor control.
15. Alpha Smart Neo PCs & iPads are made available to those children with visual impairments and/or those with poor manual dexterity.

16. Software to enlarge text and to teach keyboard skills is available on all machines.
17. Full participation is made available to all children in off-site activities including residential for the Years 5 and 6.

### **Development of the Accessibility Plan**

The plan has been informed by:

- The views and aspirations of our staff:- Staff were given copies of the accessibility checklist and invited to make comments and suggestions.
- The views and aspirations of our pupils, including those with disabilities:- A pupil from a neighbouring school who uses a wheelchair was invited in to school to offer her comments and suggestions regarding accessibility for wheelchair users.
- The views and aspirations of our parents, including those parents of children with disabilities:- Some parents were given copies of the accessibility checklist and invited to make comments and suggestions.
- The views and aspirations of outside agencies involved with the school including the LEA.

The main priorities in the School's Accessibility Plan

Action Plan 1 – Increasing the extent to which disabled pupils can participate in the school curriculum.

Target	Strategies	Outcome	Time Frame	Goals Achieved.
Improve curriculum access for children with Hearing Impairment	Soundfield System & individual Radio Aides	Children with Hearing Impairment will have improved access to curriculum	Ongoing	Achieved in Foundation & KS1

Action Plan 2 – Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Strategies	Outcome	Time Frame	Goals Achieved.
Improve signage around the school to assist the visually impaired. Achieved in 2007, but internal audit to be carried out to ensure consistency every 2 years.	Carry out internal audit and ensure that all rooms, toilets, cupboards, doors etc are labelled. Include arrows to show direction to different areas of the school.	The school will be more accessible to people with visual impairment.		Achieved
Provide a ramped access to the fire exit in the school hall.	Apply to county to get the work done.	Wheelchair users will be able to use the fire exit in the hall.		Achieved 2012
Provide ramped access to the fire exits for all KS1 classrooms.	Apply to county to get work done.	Wheelchair users in KS1 will be able to use the fire exits in the classrooms.		Achieved 2012
Provide ramped access to the fire exit in the music room.	Apply to county to get work done.	Wheelchair users will be able to use the fire exits in the music room.		Achieved 2012

Action Plan 3 – To improve the delivery of information to disabled pupils, staff, parents and visitors.

Target	Strategies	Outcome	Time Frame	Goals Achieved.
To consider how we can deliver written materials in other formats. (e.g. larger text etc.)	Review all current school publications and promote the availability in different formats for those who require it.	School publications will be available to all.	On going  Achieved photocopied approved and colour paper purchased	School now has facility to enlarge.
To consider how the school website can be made more accessible.	Review current provision and explore alternative formats which might improve accessibility. (Larger font size, different colour backdrop etc)	School website is more accessible to people with visual impairment.	On going  Achieved	All PC's come with magnify option