



# St. Leonard's Primary School

## Accessibility Plan 2017 to 2020

At St. Leonard's Primary School we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff, governors, parents and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

In this policy and plan, we will outline how we can promote disability equality for all disabled pupils, staff, governors, parents and other users of our school.

Our school has a duty to promote equality and also to publish an Accessibility Plan which explains how we are doing this now and what we plan to do over the next three years.

### **What Do We Mean By Disabled?**

There is a definition in the Equality Act 2010, which indicates that we consider someone to have a disability if he or she has:

'a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities'.

### **School Profile**

St. Leonard's Primary school is a one form entry school housed in a beautiful grade 2 listed building. We also have an Early Years unit, in a mobile, which contains a Reception class and a governor run Nursery. There is a conservation area within the school grounds and a sport's field close by. Each class has a class teacher and each class has access to Teaching Assistant support to meet the needs of individually identified children.

### **The Equality Act 2010**

Under the Equality Act 2010, schools and Local Authorities have a general equality duty and new specific duties. The equality duty now applies to all those with a disability and those with protected characteristics, which makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

## **General equality duty**

The Public Sector Equality Duty (PSED) has three main elements. In carrying out their functions, public bodies must have due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Act,
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
3. Foster good relations across all characteristics - between those who share a protected characteristic and those who do not.

The duty to have "due regard" to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. The guidance suggests that it is good practice for schools to keep a note of any equality consideration, and that publishing it will help to demonstrate that the due regard duty is being fulfilled.

## **Specific Duties**

The new specific regulations require schools:

- To publish information to demonstrate how they are complying with the new PSED
- To prepare and publish equality objectives in the form of an Accessibility

## **Plan**

In addition to its inclusion within the PSED equality objectives, schools have a duty to make reasonable adjustments for pupils with a disability. The DfE non-statutory guidance states that this duty can be summarised as follows:

- Schools must make reasonable adjustments to try and reduce/remove any disadvantage to a pupil with a disability or a protected characteristic
- Schools must provide additional resources, including human resources, for any pupil with a disability or a protected characteristic when it would be reasonable to do so and if such a resource would alleviate any substantial disadvantage that the pupil faces in comparison to other pupils.
- Schools must access services for any pupil with a disability or a protected characteristic, when it would be reasonable to do so, and if the provision of such a service would alleviate any substantial disadvantage that the pupil faces in comparison to other pupils.
- Schools have a duty to make alterations to physical features of the school building and surroundings as part of their planning duties.

## **Reasonable adjustments**

Factors a school may consider when assessing the reasonableness of an adjustment, may include:

- the financial or other resources required for the adjustment

- its effectiveness
- its effect on other pupils
- health and safety requirements
- whether resources have been made available through the Special Educational Needs route

The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing Educational, Health and Care Plan provisions. These provisions are part of education legislation, under which Local Authorities have a duty to provide resources and services to pupils with an Educational, Health and Care Plan.

In addition to the duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally.

This policy and the accompanying Accessibility Action Plan set out how the governing body will promote equality of opportunity for people with a disability and those with a protected characteristic.

### **Collecting and Using Data Effectively**

We comply with current GDPR legislation. The data we collect and collate can inform our school of developing patterns and trends. This information will be used to support the school's self review process and also to inform future planning.

Data Collection on people with additional needs, including those associated with a disability

- We have created a list of pupils who have a disability (according to the definition given in the Equality Act 2010).
- We have a register of all pupils with a Special Educational Need or Disability (SEND). These pupils have been identified as having a SEND in one of the four areas identified in SEND Code of Practice (September 2014).

### **The 4 Areas of Need**

- We keep a record of all pupils who have a medical condition and update their Health Care Plans with parents on an annual basis.
- Staff have the opportunity to disclose any disability to the Head Teacher in confidence. New staff will have this opportunity on an application and following appointment. (When we recruit new staff we follow the County's Human Resources guidelines.)
- An audit of attendance and exclusions is done termly. Where appropriate this is examined in the context of Disability Equality.
- An audit of pupil performance in KS1, KS2 SATs and internal assessments will be used to look for trends and areas to improve. This will also be achieved through analysis of ASP.

## **Developing the Scheme with as Many Views as Possible**

To achieve a welcoming school for everyone it is important that all users of our school have chance to voice their thoughts. Where adjustments need to be made, the best people to inform about those adjustments are the people with the disabilities.

- The views of children have been gathered by interviewing children who have SEN, a physical disability or other impairment which has a long term and substantial effect on their ability to access normal day-to-day activities during their annual review.
- Prior knowledge by the Headteacher and staff of issues relating to individual circumstances has been taken into consideration.

All parties will be consulted, annually, by the SENCO and the results of the surveys will be analysed by them and the link governor to ensure that St. Leonard's in meeting the needs of our community.

We appreciate the range of views from all users of our school. This has and will help us to focus on removing the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

This includes

- Being able to move around the building easily and confidently.
- Being able to have an equal opportunity to access the lessons and activities in school life.
- Feeling that communication between home and school is always improving and that school can think ahead to anticipate better ways to provide information for all pupils, parent/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme - through training and 'awareness raising' - so that staff and pupils are proactive in including disabled people in every aspect of school life and increasing tolerance of people with differences.

## **The current situation.**

School buildings

- The school is built on one level and the buildings are fully DDA compliant.
- The main school building entrance is accessible to people with mobility difficulties. There is a ramp and hand rail leading to the main entrance.
- The children's entrance is fully accessible to people with mobility difficulties.
- The doors to the main building and school hall are wide enough to be wheelchair accessible.
- All steps to the building have textured, red paving to make users of the school aware that they are approaching a potential hazard.
- There is 1 access toilet.
- All classrooms have blinds fitted to reduce glare for children who require adjustments to visual presentation of information.
- All classrooms are carpeted to improve the acoustic environment.

Mobility and access issues relating to the building are reviewed each year at the Governors' committees.

### **Curriculum Access**

- We have an inclusive ethos and aim to remove barriers to learning for all children.
- We work with children, staff, governors and parents to raise awareness of anti-bullying and treat all reports of possible bullying seriously.
- Children are taught using a variety of teaching and learning methods.
- Children with additional needs are closely monitored by the SLT, SENCO and teaching staff to ensure progress is being made. Where progress is not satisfactory, teaching staff adapt the learning provision for the following term to meet the child's learning needs more effectively.
- Passports to Learning (Individual Support Programmes) are used to record the interventions and strategies which are implemented to support the learning of children with SEND. These are updated at least twice yearly by the class teacher and SENCO with pupils contributing to their own reviews and targets. Children who have external agency support or Education, Health and Care Plan status are reviewed each term. The information in the Passports to Learning is shared with parents at termly meetings. The SEND Register is updated each half term, to reflect the number of children identified as having a SEND, as well as the nature of their additional needs and the outside agencies supporting them.
- All teaching staff are trained in 'Assessment for Learning' and this is regularly updated and used to enhance the targeted support for all children.
- We have a good relationship with the outside agencies to which we can refer children for additional assessment and support. These include: SENIS Advisory Teacher, Educational Psychologist, Autism Outreach, Speech and Language Therapy, Occupational Therapist, Physiotherapist, School Health Advisor, and many other outside agencies. Their advice informs staff of the best ways to provide 'reasonable adjustments.'
- Teachers and Teaching Assistants are offered relevant training and work in collaboration with the teaching staff to make sure that pupils with a SEND are appropriately supported. Where appropriate children are taught individually or in small groups to provide them with the skills necessary for accessing the curriculum. Some children have access to small groups which develop their social skills.
- All classrooms have Interactive Whiteboards installed.
- Where possible within the restraints of the school budget the school makes every attempt to supply equipment and resources recommended for pupils with SEND to enhance their learning experience.

## **Communication Between Home and School**

- Parents are informed by Newsletter on a half termly basis of school activities and children's achievements. Letters are printed using a dyslexia- friendly font (Comic Sans).
- Parents are approached by the class teacher before children are assessed for Special Educational Needs. All parents are offered the opportunity to meet with the SENCO before their child is added to the SEND register. There is always the offer to explain the reports sent home from outside agencies.
- Parents are offered appointments to meet with class teachers three times a year to discuss pupil progress; written reports are sent out annually at the end of the summer term and short reports are sent out prior to Open Evenings( 2 x per year). Teachers make themselves available to discuss individual concerns at mutually convenient times throughout the year. Concerns can be raised and appointments made when children are dismissed at the end of each day. The Headteacher is available to meet parents by appointment.

## **Achievements of Disabled People**

Disabled pupils are encouraged to participate fully in school life. We will do our best to encourage other disabled users of the school to become actively involved creating a community for everyone.

- The Celebration assembly on Mondays recognises praiseworthy qualities of all children. The Presentation assembly recognises achievements and contributions to school life.
- Headteacher awards are made as appropriate during the year. All children are well represented in these awards.
- All children in the school have the opportunity to take part in community competitions and events.

## **Main priorities of the Disability Equality Scheme**

Our school aims to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be reduced by making 'reasonable adjustments' to

- The physical environment (buildings and grounds)
- The curriculum and learning and teaching styles
- Methods of communication and sharing information

## **Physical Environment**

Buildings and grounds will be improved as necessary to meet updated guidelines and any development will be done with consideration for disabled users. The school entrance is fully accessible with wide doorways.

- We have one disabled toilet fully accessible at each end of the school.
- The school is on one level so that stake holders can move freely inside the building.

## **Curriculum (Learning and Teaching)**

There are always adjustments being made to aim to improve everyone's learning experience. We focus on checking that disabled pupils' progress is in line with their abilities. Should we uncover any discrepancies then we will endeavour to investigate, evaluate and improve our practices appropriately.

- Interactive whiteboards are available in all classrooms; teachers have been trained to ensure that a wide range of features are used to make teaching accessible to all.
- The range of ICT resources available to support learning is extended to all classrooms.
- The achievement of all our pupils is monitored using the school tracking data, ASP, lesson observations by senior staff and pupil progress discussions.
- Planning by the class teacher identifies the reasonable adjustments being made for disabled pupils and is included in their formal plans where there is specialist provision. This advice will be taken from the SENCO and specialist teachers from external agencies (SENIS, Autism Outreach, Speech and Language Therapy, Physiotherapy, Educational Psychology).
- Core policies will be reviewed on an annual basis and subordinate subjects on a 2 yearly cycle.

## **Written Information**

We aim to use a variety of communication methods □ Access to written information in the classroom is constantly being reviewed and information from disabled pupils and their parents is always valuable.

- Parents are informed that school information is available on the school website.
- Parents are able to receive text messages updating them on news and relevant information.
- The school website is fully accessible to users in their own homes.
- Governors provide informal opportunities for parents to meet with them to share information.

## **Revision of the Accessibility Plan**

Information collected for the purposes of this scheme will be reviewed regularly in order to set new priorities for the Action Plan. We must always take account of disabled people's views and the information and data that we collect within our school.

Parents, carers and users of our school can request a copy of St Paul's CE Primary School and Nursery Disability Equality Scheme and Access Plan from the school office. The DES will also be available on the school website. Requests can be made to have a copy in large print.

## Action plan

	Targets	Strategies	Outcome	Timeframe	Impact
<b>SHORT TERM:</b>	<ul style="list-style-type: none"> <li>To ensure all areas of uneven surface, steps and ramps are clearly visible</li> </ul>	Apply contrasting paint or signs where necessary	Safe environment for everyone particularly considering those with visual impairment	April 2018	
<b>MEDIUM TERM:</b>	<ul style="list-style-type: none"> <li>To continue to monitor the SEND/PP and DIS groups to ensure that they are making at least expected progress in efforts to narrow the gap with non-groups. Ensure parents are aware of their children's progress and attainment</li> </ul>	<p>Termly Assessments</p> <p>Pupil Progress Meetings</p> <p>SEND discussions</p> <p>Reports to parents</p> <p>Parents Evenings</p> <p>SEND drop in clinics</p>	<p>To ensure all children make at least expected progress</p> <p>To give children opportunities to make accelerated progress to begin to close gaps.</p> <p>To ensure teachers fully understand their data and the children within the class in order to ensure the best provision is available for all</p> <p>To ensure any vulnerable children are</p>	January 2019	

	<ul style="list-style-type: none"> <li>To ensure all staff are receiving training in mental health awareness and emotional coaching in order to recognise and more effectively deal with young people's issues relating to SEMH</li> </ul>	<p>Hope project to has begun.</p> <p>Emotional coaching training to be delivered to support staff including LTS</p> <p>Emotional coaching training sessions to be offered to parents</p>	<p>swiftly identified and carefully monitored</p> <p>To increase the understanding of the breadth and depth of SEMH needs within the school</p> <p>To provide a better provision for children with SEMH needs through ensuring all their needs are met</p> <p>To support parents and form stronger school-parent partnerships.</p> <p>To identify and help to support vulnerable children and families within our community</p>		
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	<ul style="list-style-type: none"> <li>To work closely with SEND advisors to improve the provision offered for our SEND children</li> </ul>	<p>CBD parenting workshops wo be offered to parents</p> <p>Mental health awareness training to be given to all staff.</p>	<p>All of which will help children to be better placed to learn and improve academically.</p> <p>To ensure all children make at least expected progress</p> <p>To give children opportunities to make accelerated progress to begin to close gaps.</p> <p>To ensure staff fully understand the children within the class in order to ensure the best provision is available for all</p> <p>To ensure any vulnerable children are swiftly identified and carefully monitored.</p>		
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		<p>To ensure advice is sought in a timely manner from appropriate agencies</p> <p>Teachers to meet with and act upon discussions both with internal and external colleagues.</p> <p>Sensory room to be created within school.</p> <p>Observations of provision for SEND children to be carried out</p>	<p>To access outside agency help where appropriate</p>		
<b>LONG TERM:</b>	<ul style="list-style-type: none"> <li>To ensure any building or redecorating work carried out is DDA compliant and</li> <li>To evaluate the above targets annually</li> </ul>	<p>To liaise with the local authority and ensure that all efforts are made to for our building to remain accessible for all</p> <p>See Above</p>	<p>Where it can be reasonably achieved the building remains accessible to all.</p> <p>See Above</p>	<p>Review Jan 2019 - Ongoing</p> <p>Review Jan 2020 - Ongoing</p>	