

Little Eaton Primary School

Accessibility Plan 2019 - 2023

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 to cover education. Since September 2002 the Governing body has 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 participate 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 where necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: Jan 2020

1, Starting Points

1A The purpose and direction of the school's plan vision and values.

Little Eaton School is a fully inclusive school. There is equality of opportunity for all pupils in every aspect of school life. We aim to meet the individual needs of all pupils so they can benefit as fully as possible from their education here.

We recognise the individual needs of all pupils and address all barriers to learning within our capability. Staff are trained to support additional needs as appropriate. Specialist learning resources are purchased as required within the constraints of the school budget at the time. Environmental changes are implemented as part of the plan or as a situation requires.

1B Information from pupil data and school audit.

This part of our duty has many implications and will form the main body of the plan. The plan aims to further develop a broad and inclusive curriculum extending beyond lessons to all areas of school life including:

- Teaching and learning
- Clubs and after school activities
- Leisure, sport and cultural activities
- Visits and journeys.

The school has 212 pupils on role.

As soon as school is made aware that a pupil will be attending who has a disability arrangements will be made to discuss specific requirements and reasonable adjustments will be made in preparation. Training and support will be planned for according to need. As a small school we are able to pass on relevant information to all staff as required.

We currently have a whole range of children of all backgrounds, needs and abilities.

We collect information from the early year's settings, so that we are prepared for children when they arrive at school.

We liaise with parents and professionals involved with the children to ensure we provide the right care and needs.

We aim to provide a safe and secure environment for all pupils. We treat bullying as a serious matter. Bullying incidents are tracked in relation to children with a disability. So far there have been no recorded incidents of bullying towards children with disabilities.

The school has regular health and safety checks. All staff are aware of the need to report issues of health and safety. If there are specific health and safety issues relating to a child with a disability these are made known to all staff.

We have a disabled toilet which is accessible by wheelchair users.

2 The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary *to fully include them in the life of the school.*

The action plan ensure that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SEND coordinator has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

The Governors premises committee will be responsible for monitoring this action plan. This plan is to be made accessible to all on the school website.

Action plan is below:

Accessibility Plan: September 2019-September 2023

The proposed actions below are in order of priority, though some will be ongoing:

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring: Who? When?
1	Develop means of identifying and tracking achievement of children with SEND support [ILP]	Carry out 1:1 pupil interviews, book scrutiny – evidence of progress against ILP and age expectations. Regular dialogue with staff [incl. TA] to assess progress against ILP targets. Identify [standardised] assessments appropriate to individuals.	Headteacher. SENCO. Teaching Staff.	Immediate 2019/2020 Embedded 2020/2021.	SEN pupils more able to access the curriculum and make good or better progress.	Headteacher/SENCO SEND Governor.
2	Ensure children with specific needs are identified and appropriate support plans are put in place.	Manage and review statutory assessments for 4 children with 2 local authorities – seek to attain funding Review appropriate provision to support the needs of children with EHCP/GRIP	Headteacher. SENCO. Teaching Staff.	Immediate 2019/2020 Embedded 2020/2021	SEN pupils access appropriate resources for their needs	SEND Governor.
3	Whole staff – inclusive practice in classrooms – issues arising from Summer 19 audit	Ed Psych training Autism Outreach training	Ed Psych Whole staff SSSEN	Immediate 2019/2020 Embedded 2020/2021	Practice in the classroom matches the needs of the children. Audit outcomes from summer 2019 addressed	SEND Governor.
4	Policies need reviewing to ensure adherence to current legislation.	Review policies – equality and disability, equal opportunities, SEN etc.	Governors and staff.	2 year policy cycle.	Policies regularly updated and reviewed.	Governors.
5	Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advanced visits. Evolve risk assessments.	Visit leaders. Educational visits coordinator. Headteacher.	HT 2020 Train SLT 2021	School trips and residential visits are accessible for all pupils.	Headteacher School visits coordinator. Trip leader. Feedback from pupils and parents.

6	The school grounds cater for all pupils, providing quiet and peaceful areas as well as active learning areas.	<p>PS to carry out a forest schools feasibility audit PS to take governors to visit Bagthorpe Primary School</p> <p>School council to form eco-committee to look at transforming the habitats in the school, while maintaining access for all pupils.</p> <p>Consult pupils and families of pupils with special needs regarding the school grounds to ensure that both child's and parents needs are met.</p>	Headteacher and PTA.	Summer 2020.	<p>Quite area developed</p> <p>Forest schools running for vulnerable pupils</p> <p>Eco-school bronze award gained.</p>	Headteacher.
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Intended outcomes
<p>High ambition for all children through a broad curriculum offer, which allows flexibility to meet individual needs. Children with SEND acquire the knowledge and skills needed for success (academia and life skills inc.). Children with SEND achieve the best possible outcomes. School trips and residential visits are accessible for all pupils. Quite area developed Forest schools running for vulnerable pupils Eco-school bronze award gained. Increased whole school awareness of disability issues. Teachers, TA's and lunchtime staff aware of issues. Detailed information and support available and passed on by staff.</p>