Maerdy Primary School

Accessibility Plan and policy 2016-19

Maerdy Primary School aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

* Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
* Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
* Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

* Promoting high quality learning and exceptional attainment;
* Providing high quality curriculum entitlement and a high quality learning environment;
* Promoting the Maerdy Core Values to enable the children to value themselves and each other; the Core Values are:
* We are respectful
* We are friendly, kind and caring
* We are positive, talented and determined
* We are independent and confident
* Promoting an effective partnership with parents and the wider community.

**Introduction**

1. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. 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.

1. 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.

1. 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.

Date of Plan: 2016-2019 (to be annually evaluated and reviewed).

**Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘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.’

**The purpose and direction of the school’s plan: vision and values**

1. At Maerdy Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Maerdy Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.
2. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

* girls and boys;
* minority ethnic and faith groups;
* children who need support to learn English as an additional language;
* children with special educational needs;
* more able and talented children;
* children who are vulnerable of under achievement or social exclusion.

**Information from pupil data and school audit**

We currently have a whole range of children of all backgrounds, abilities and additional needs: These include:

* Diabetes
* Asthma
* Eczema
* Hearing impairment
* ADHD
* ASD
* Allergies
* Conditions specific to individual pupils.

1. We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.
2. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

**Views of those consulted during the development of the plan**

All people consulted value the ability of the school to cater for the differing needs of pupils. No issues were raised on a recent survey.

**The main priorities in the school’s plan**

1. Our key objective within the Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.
2. 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.
3. The action plan ensures that:

* The school draws on the expertise of external agencies to provide specialist advice and support.
* The senior Leadership Team have 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 Accessibility Plan**

1. Attached are audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.
2. The future planned action work will be overseen and co-ordinated by the governors’ premises sub-committee and by the Senior Leadership Team.
3. Evaluation of the progress of the plan will be made by the Inclusion Manager through an annual report to governing body.
4. The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Maerdy Primary School.

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| **Development area** | **Targets** | **Strategies** | **Outcome and by when** | **Goals achieved** |
|  |  |  |  |  |
| Toilet changing facilities  **URGENT** | To provide a more suitable area for nappy changing | To liaise with access and inclusion on the type of changing bed and facilities are best suited to this school | LA are in the process of purchasing a bed for nursery. LA are also considering placing disabled changing facilities in top wing by Oct half term. **Urgent** New facililities to be in place by end October 2016. |  |
| School design for  disabled students. | Almost all areas accessible to disabled students. | Strategic discussions with LA on school campus, ‘rationalisation plan' incorporates school prioritised disabled access points as an integral part of rebuild improvement works. | Plans drawn up show clearly how disabled access will be undertaken.  All new building fully  DDA compatible.. | Disabled students able to access almost all physical areas without difficulty. |
| Accessibility of dining room | To get an internal access to the canteen for disabled pupils/staff | To liase with LA premises dept on possibilities of providing a stair lift to the area |  |  |
| School green button exit system has been changed in some places with the buttons placed higher on the wall to prevent young children exiting the building. This would make exiting the building fo wheelchair users difficult. | We do not currently intend to change this system for health and safety reasons because of the possibility of young children exiting the building unsupervised. However, we will review policy as needed | Should a wheelchair bound staff member become employed we will review this policy. |  |  |
| Signage | Signs clear and understandable for visually impaired. | Replacement of signs takes account of appropriate colour schemes/size for signs. | New signs clear and updated as required. |  |
| Extra curricular activities | To find ways in which disabled pupils living outside the locality can access after school clubs | To liaise with access and inclusion on any schools who have been able to get alternative taxi provision to complment after school clubs. Consider possibility of lunchtime clubs for these pupils | Ongoing consideration of extra curricular activities |  |
| School trips including residentials | To find ways wherever possible for disabled pupils to access school visits and residentials | Consider whether the trip can be made suitable for the pupil with changes to staffing atc.  If the trip cannot be made possible for disabled students consider alternatives | Ongoing assessmnet of visits/residentials with consideration of disbled pupils at the starting point of the visit. |  |
| Curriculum delivery. | Classrooms are organised for disabled students. | Guidance from specialists (Hearing Impaired Service, Visually Impaired Service, Autism Service) taken in arranging classrooms for maximum benefit to disabled students. | Monitoring indicates  Disability/SEN taken into account in organising the environment for learning | Disabled students able to access learning environment more effectively. |
| Curriculum delivery/  Delivery of materials in  other formats. | IEP/IPP targets used by classroom staff and understanding of additional time requirements in practical work understood and planned for. | SEN information available to all staff and further training on implementation and differentiation of curriculum required. | Monitoring indicates differentiation in place targeted at disabled/SEN/other nominated pupils | Disabled students able to access curriculum more effectively. |
| Teachers and LSAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice. | Team teach training  Manual handling training  ASD training | Liaison with LA | Autumn Term 2016 |  |
| Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities. |  | All staff aware of needs & detailed in planning/IEPs  Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for. |  |  |
| Steps are taken to reduce background noise for hearing impaired  pupils by considering a room’s acoustics, noisy equipment etc. |  | Staff seat hearing impaired pupils  Appropriately.  All classes are fully carpeted in the main work/teaching area. |  |  |
| The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may  have difficulty with the standard printed format |  |  |  |  |