Kippax Ash Tree Primary School

Accessibility Plan (2016- 2019)

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

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."

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, physical disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), and medical conditions including diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

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Key Objective

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

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

- The school recognises its duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.

- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) **Education & related activities**
The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

(Here describe the school's arrangements to improve access to the curriculum through such things as devising and implementing appropriate staff training and development. Include details of which postholders or groups are part of the planning process and who and how this part of the plan will be monitored and evaluated by teachers, school managers and governors

b) **Physical environment**
The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

(Here describe how the schools premises (building) plan is prepared (how priorities are identified) and how it is written to be consistent with the aims of the accessibility plan. Describe the monitoring and evaluation process of the building plan and who is responsible for reporting on it to whom and how often)

c) **Provision of information**
The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

(Here describe who (individuals and/or groups) will prepare an information plan consistent with the aims and objectives of the accessibility plan and who will monitor the plan and report on it to governors).

d) **Financial planning and control**
   The Headteacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Development Plan.

Action Plan

Our planning addresses the following areas:

- **Physical environment** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- **School curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- **Support services** – access to services within and external to the school to support families where a disability is identified
- **Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- Staff training and development plan
- Building and site development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies
- Governor training plan

Appendix 1

Date of Plan   :   November 2016.

Date of Review   :   November 2019

Member of staff responsible: Headteacher

Governors & Committees responsible: Chairman of Governors, with the Vice Chairman of Governors, the Senior Management Team, and the Chairmen of: Buildings Committee, Curriculum Committee, Finance Committee, Personnel Committee, and Publicity Committee

This plan was drawn up by the Chairman of Governors, November 2016

The following were consulted on the plan:

- Governors   date: ……………………

- Teaching Staff   date: ……………………

- Support Staff   date: ……………………

    - Parent/Carers/pupils   date:

The plan was approved by the governing body on: ……………………

Physical Environment
Process for identifying barriers
- Feedback from users of school (staff, pupils, governors, parents/carers and visitors)   - IEP/PLP reviews for pupils with SEND   - Governor visits and consultation   - Consultation with site manager and PFI
Objectives for improvement 2013-16
- Ensure all areas of the playground including staging and gazebos are accessible to all pupils   - Investigate making the side gate access into school more accessible to wheelchairs users   - Ensure corridors are free from obstruction   - Provide suitable equipment for toileting adapted to individual needs   - Provide suitable seating and tables for individual needs   - Consider improvements to colour contrasts when undertaking re decoration/floor coverings
Monitoring of plans
- Plan to be monitored by Head teacher Inclusion manager and school staff   - Premises health and safety committees   - Governors
Summary of progress
- Ensure all areas of the playground including staging and gazebos are accessible to all pupils – *all accessible, but this will continue to be monitored throughout*   - Investigate making the side gate access into school more accessible to wheelchairs users- *this was investigated but due to Safeguarding issues the gate must stay as it is. However school will look into having a member of staff on this gate each morning and afternoon to allow for easier access.*   - Ensure corridors are free from obstruction- *continue to monitor*   - Provide suitable equipment for toileting adapted to individual needs- *current pupils needs are met with the equipment we have in school. Ensure this continues if pupils' needs change or new pupils start school.*   - Provide suitable seating and tables for individual needs- *current pupils needs are met with the equipment we have in school. Ensure this continues if pupils' needs change or new pupils start school.*
New objectives 2016-2019 (in addition to continued objectives above):

- To set up an area in school dedicated to Speech and Language (in response to high level of SaLT needs in school)
- Consider improvements to colour contrasts when undertaking re decoration/floor coverings

School Curriculum
Process for identifying barriers
• Monitoring of class teaching and impact on progress (data) • IEP/PLP reviews for pupils with SEND • Feedback from parents and external agencies • Governor visits
Objectives for improvement 2013-16
• Ensure all extra-curricular activities are accessible to all children • Develop staff awareness of Dyslexia and how to ensure all teaching and classroom environments are dyslexia friendly • Review Speech and language provision in school in consultation with a SaLT and plan CPD opportunities for staff through traded services. • Ensure all classrooms have updated visual timetables • Purchase SEN friendly resources to enhance access to the curriculum, IEP delivery and behaviour management
Monitoring of plans
• Plan to be monitored by Head teacher Inclusion manager and school staff • Governors
Summary of progress
• Ensure all extra-curricular activities are accessible to all children – *continue to monitor as activities change* • Develop staff awareness of Dyslexia and how to ensure all teaching and classroom environments are dyslexia friendly- *to update all staff again.* • Review Speech and language provision in school in consultation with a SaLT and plan CPD opportunities for staff through traded services- *to continue with this, to ensure all pupils needs are being met* • Ensure all classrooms have updated visual timetables- *continue to monitor each year* • Purchase SEN friendly resources to enhance access to the curriculum, IEP delivery and behaviour management- *to continue to respond to the needs of all pupils.*

Support Services

Process for identifying barriers
- Response to changes at local and national level
- Monitoring of class teaching and impact on progress (data)
- Outcomes of IEP/PLP reviews for pupils with SEND
- Feedback from parents and external agencies
- Governor visits

Objectives for improvement 2013-16
- Develop parental awareness of the support available from the school nurse
- Inclusion manager to meet/communicate regularly with the school nurse to ensure appropriate support is offered to families
- Increase parent awareness of the CAF process as an opportunity to support vulnerable children and families

Monitoring of plans
- Plan to be monitored by Head teacher Inclusion manager and school staff
- Governors

Summary of progress
- Develop parental awareness of the support available from the school nurse- *on going*
- Inclusion manager to meet/communicate regularly with the school nurse to ensure appropriate support is offered to families *SC contacted nurse but will only support children who have been referred. LS to look into again to see if there has been any change in service.*
- Increase parent awareness of the CAF process as an opportunity to support vulnerable children and families- *on-going. Now Early Help Plan*

Communication

Process for identifying barriers
- Feedback from pupils, parents and staff
- Impact of communication on parent and pupil participation in all aspects of school
- Feedback from external agencies

Objectives for improvement 2013-16
- Ensure the school website is updated and information is easily accessible (technician support)
- Increase communication using text, email and social media e.g. Twitter
- Develop systems of communication and feedback through a parent forum
- Ensure all homework is differentiated and clearly communicated clearly

Monitoring of plans
- Plan to be monitored by Head teacher Inclusion manager and school staff
- Governors

Summary of progress
- Ensure the school website is updated and information is easily accessible (technician support)- *on going*
- Increase communication using text, email and social media e.g. Twitter- *on going*
- Develop systems of communication and feedback through a parent forum- *on- going*
- Ensure all homework is differentiated and clearly communicated – *on-going*

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
Academic Year 16-17							
Physical Environment	Ensure all areas if the playground continue to be accessible for all pupils (including staging and gazebos)	Inclusion of all pupils and to promote social interaction and independence	AF/AC/Site team/Gov	Termly	No cost	Positive feedback from all pupils. All are able to access all areas.	Termly
Physical environment	Investigate making the side gate access into school more accessible to wheelchairs users- Safeguarding Issue-looking into having a staff member on the gate am and pm.	Children in wheelchairs and visitors with prams / scooters find it difficult to get into school using this gate.	AF/AC/ site team/ Gov	Spring 2017	unknown	All children and visitors able to get through the gate.	Feedback from stakeholders
Physical environment (child views)	Ensure corridors are free from obstruction.	Children with mobility/vision issues are able to move safely around school.	AF/ Gov All staff	Termly	No cost	Corridors free of furniture and not used for storage.	Termly
Physical environment	Provide suitable equipment for toileting adapted to individual needs.	Respond to individual needs, promote independence and follow advice from Occupational Therapy.	LS/Support staff	When needed	Variable	Individual needs met	Termly

Physical environment	Provide suitable seating and tables for individual needs (specialist seating/raise and fall tables)	Inclusion of all pupils and to provide the best environment for learning.	LS/Support staff	When needed	Variable	Individual needs met	Termly
Physical environment	To set up an area in school dedicated to Speech and Language	High level of children needing speech and language intervention.	LS/AC	Autumn 2016	No cost	Speech and language groups running more fluidly Children accessing the provision they need	Termly
Physical Environment	Consider improvements to colour contrasts when undertaking re decoration/floor coverings	Improve the environment for those with a visual impairment.	AF/AC/site team/Gov LS contact VI team	Summer 2017	Unknown	Clear contrast between walls, carpets chairs etc.	When needed
Physical Environment	Make enquiries about improving the pathway leading to the bottom playground- parents commented that is was difficult during busy times to get through with a wheelchair.	Improve school grounds for wheelchair users	LS/AC/AF/site team	Summer 2017	Unknown	Individual needs met	When needed
School Curriculum	All extra-curricular activities are accessible to all children	Inclusion of all.	LS/BMc All staff	Termly	No cost (unless additional resources/staff are needed)	All children are able to attend clubs and attendance is reflective of the children on role.	Attendance registers - termly

School Curriculum	To develop new staff awareness of Dyslexia and re-fresh training for others on how to ensure all teaching and classroom environments are dyslexia friendly.	Enhance existing provision to ensure quality provision for those with dyslexia/specific learning difficulties. To communicate a consistent approach to parents.	All staff	Summer 2017	Cost unknown at present	All teaching staff to attend a training session on Dyslexia awareness and be familiar with the guideline published by Leeds LA.	SLT through observations/learning walks/book scrutiny etc.
School Curriculum	Review Speech and language provision in school in consultation with a SaLT and plan CPD opportunities for staff through traded services. Enhance existing provision with additional SaLT time – a day a fortnight	To ensure best outcomes for the children. Raise standards throughout the curriculum. Ensure value for money from deployment of supports staff. CPD opportunities for all staff.	LS All staff	Yearly	£5606 + core offer	Individual needs are met. Improved provision	SLT caseload reviews process in consultation with SaLT. Data/Progress of pupils
School curriculum	Ensure all classrooms have updated visual timetables.	Reduce anxiety/improve behaviour and involve pupils in the organisation of the day. Pupil feedback has indicated that children like to know what will be happening and when.	All staff	Autumn 2016	Printing costs	All classrooms have a permanent visual timetable on display-updated.	Learning walks. Pupil conversations.
School curriculum	Purchase SEN friendly resources which reflect the current needs of pupils with SEN, to enhance access to the curriculum, IEP delivery and behaviour management	To enhance access to the curriculum, IEP delivery and behaviour management	LS	Summer 17	£200 Inclusion budget	Good quality resources in use.	SEN reviews. Observation. IEP monitoring.
Support services	Develop parental awareness of the support available from the school nurse via school website.	Improve outcomes for child and families and provide support with medical issues that impact on school life.	LS + tech support	Spring 2017	No cost	Parents aware of how they can contact school nursing and the support they provide – information on the school website.	Yearly update

Support Services	Inclusion manager to meet/communicate regularly with the school nurse to ensure appropriate support is offered to families	Improve outcomes for child and families and provide support with medical issues that impact on school life.	*LS-to contact nurses again to see if any changes to service.*	termly	No cost	Individual needs met.	Termly
Support services	Develop parental awareness of the Early Help Plan process as an opportunity to support vulnerable children and families **via school website.**	To improve outcomes for children through early multi agency support.	LS/CP+ tech support	Summer 17	No cost	Parents aware of the Early Help Plan and the support it can provide – information on the school website.	Yearly update
Communication	Ensure the school website is updated and information is easily accessible.	To improve communication with families.	All staff + technical support	Half termly	No cost	Improved communication	Half termly Parental/carer feedback
Communication	Increase communication using text and e- mail and social media e.g. Twitter. Looking into using 'Class Dojo'	To improve communication with families.	Admin team Teaching Staff SLT	Summer 2017	No cost	Improved communication	Termly Parent/carer feedback
Communication	To develop new systems of communication and feedback from parents. Improve parental engagement.	To improve communication/ engagement with families.	AC, HS, KR	Summer 2017	No cost	Improved communication	Parental/carer feedback. Questionnaires sent home. Level of engagement.

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
School curriculum/ communication	Ensure all homework is differentiated and clearly communicated.	Feedback received from parents /carers suggest that homework could be more accessible.	AC+staff	Termly	No cost	Improved outcomes/communication	Homework scrutiny. Feedback from parents/carers.

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
Academic Year 17-18							
Physical Environment	Ensure all areas of the playground continue to be accessible for all pupils (including staging and gazebos)	Inclusion of all pupils and to promote social interaction and independence	AF/AC/Site team/Gov	Termly	No cost	Positive feedback from all pupils. All are able to access all areas.	Termly
Physical environment (child views)	Ensure corridors are free from obstruction.	Children with mobility/vision issues are able to move safely around school.	AF/ Gov All staff	Termly	No cost	Corridors free of furniture and not used for storage.	Termly
Physical environment	Provide suitable equipment for toileting adapted to individual needs.	Respond to individual needs, promote independence and follow advice from Occupational Therapy.	LS/Support staff	When needed	Variable	Individual needs met	Termly

Physical environment	Provide suitable seating and tables for individual needs (specialist seating/raise and fall tables)	Inclusion of all pupils and to provide the best environment for learning.	LS/Support staff	When needed	Variable	Individual needs met	Termly
School Curriculum	All extra-curricular activities are accessible to all children	Inclusion of all.	LS/BMc All staff	Termly	No cost (unless additional resources/staff are needed)	All children are able to attend clubs and attendance is reflective of the children on role.	Attendance registers - termly
School Curriculum	Review Speech and language provision in school in consultation with a SaLT and plan CPD opportunities for staff through traded services. Enhance existing provision with additional SaLT time – a day a fortnight	To ensure best outcomes for the children. Raise standards throughout the curriculum. Ensure value for money from deployment of supports staff. CPD opportunities for all staff.	LS All staff	Yearly	Traded price (may vary) + core offer	Individual needs are met. Improved provision	SLT caseload reviews process in consultation with SaLT. Data/Progress of pupils
School curriculum	Ensure all classrooms have updated visual timetables.	Reduce anxiety/improve behaviour and involve pupils in the organisation of the day. Pupil feedback has indicated that children like to know what will be happening and when.	All staff	Autumn 2017	Printing costs	All classrooms have a permanent visual timetable on display- updated.	Learning walks. Pupil conversations.
School curriculum	Purchase SEN friendly resources which reflect the current needs of pupils with SEN, to enhance access to the curriculum, IEP delivery and behaviour management	To enhance access to the curriculum, IEP delivery and behaviour management	LS	Termly	£200 Inclusion budget	Good quality resources in use.	SEN reviews. Observation. IEP monitoring.

Support services	Develop parental awareness of the support available from the school nurse via school website.	Improve outcomes for child and families and provide support with medical issues that impact on school life.	LS + tech support	Autumn 2017	No cost	Parents aware of how they can contact school nursing and the support they provide – information on the school website.	Yearly update
Support Services	Inclusion manager to meet/communicate regularly with the school nurse to ensure appropriate support is offered to families	Improve outcomes for child and families and provide support with medical issues that impact on school life.	LS-to contact nurses again to see if any changes to service.	termly	No cost	Individual needs met.	Termly
Support services	Develop parental awareness of the Early Help Plan process as an opportunity to support vulnerable children and families via school website.	To improve outcomes for children through early multi agency support.	LS/CP+ tech support	Autumn 2017	No cost	Parents aware of the Early Help Plan and the support it can provide – information on the school website.	Yearly update
Communication	Ensure the school website is updated and information is easily accessible.	To improve communication with families.	All staff + technical support	Half termly	No cost	Improved communication	Half termly Parental/carer feedback
Communication	Increase communication using text and e- mail and social media e.g. Twitter. Looking into using 'Class Dojo'	To improve communication with families.	Admin team Teaching Staff SLT	On going	No cost	Improved communication	Termly Parent/carer feedback

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
School curriculum/ communica tion	Ensure all homework is differentiated and clearly communicated clearly	Feedback received from parents /carers suggest that homework could be more accessible.	AC+staff	Termly	No cost	Improved outcomes/communic ation	Homework scrutiny. Feedback from parents/carers.

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
Academic Year 18-19							
Physical Environme nt	Ensure all areas if the playground continue to be accessible for all pupils (including staging and gazebos)	Inclusion of all pupils and to promote social interaction and independence	AF/AC/Si te team/Go v	Termly	No cost	Positive feedback from all pupils. All are able to access all areas.	Termly
Physical environmen t (child views)	Ensure corridors are free from obstruction.	Children with mobility/vision issues are able to move safely around school.	AF/ Gov All staff	Termly	No cost	Corridors free of furniture and not used for storage.	Termly
Physical environmen t	Provide suitable equipment for toileting adapted to individual needs.	Respond to individual needs, promote independence and follow advice from Occupational Therapy.	LS/Supp ort staff	When needed	Variable	Individual needs met	Termly

Physical environment	Provide suitable seating and tables for individual needs (specialist seating/raise and fall tables)	Inclusion of all pupils and to provide the best environment for learning.	LS/Support staff	When needed	Variable	Individual needs met	Termly
School Curriculum	All extra-curricular activities are accessible to all children	Inclusion of all.	LS/BMc All staff	Termly	No cost (unless additional resources/staff are needed)	All children are able to attend clubs and attendance is reflective of the children on role.	Attendance registers - termly
School Curriculum	Review Speech and language provision in school in consultation with a SaLT and plan CPD opportunities for staff through traded services. Enhance existing provision with additional SaLT time – a day a fortnight	To ensure best outcomes for the children. Raise standards throughout the curriculum. Ensure value for money from deployment of supports staff. CPD opportunities for all staff.	LS All staff	Yearly	Traded price (may vary) + core offer	Individual needs are met. Improved provision	SLT caseload reviews process in consultation with SaLT.

Data/Progress of pupils |
| School curriculum | Ensure all classrooms have updated visual timetables. | Reduce anxiety/improve behaviour and involve pupils in the organisation of the day. Pupil feedback has indicated that children like to know what will be happening and when. | All staff | Autumn 2018 | Printing costs | All classrooms have a permanent visual timetable on display- updated. | Learning walks. Pupil conversations. |
| School curriculum | Purchase SEN friendly resources which reflect the current needs of pupils with SEN, to enhance access to the curriculum, IEP delivery and behaviour management | To enhance access to the curriculum, IEP delivery and behaviour management | LS | Termly | £200 Inclusion budget | Good quality resources in use. | SEN reviews. Observation. IEP monitoring. |

Support services	Develop parental awareness of the support available from the school nurse via school website.	Improve outcomes for child and families and provide support with medical issues that impact on school life.	LS + tech support	Autumn 2018	No cost	Parents aware of how they can contact school nursing and the support they provide – information on the school website.	Yearly update
Support Services	Inclusion manager to meet/communicate regularly with the school nurse to ensure appropriate support is offered to families	Improve outcomes for child and families and provide support with medical issues that impact on school life.	LS-to contact nurses again to see if any changes to service.	termly	No cost	Individual needs met.	Termly
Support services	Develop parental awareness of the Early Help Plan process as an opportunity to support vulnerable children and families via school website.	To improve outcomes for children through early multi agency support.	LS/CP+ tech support	Autumn 2018	No cost	Parents aware of the Early Help Plan and the support it can provide – information on the school website.	Yearly update
Communication	Ensure the school website is updated and information is easily accessible.	To improve communication with families.	All staff + technical support	Half termly	No cost	Improved communication	Half termly Parental/carer feedback
Communication	Increase communication using text and e- mail and social media e.g. Twitter. Looking into using 'Class Dojo'	To improve communication with families.	Admin team Teaching Staff SLT	On going	No cost	Improved communication	Termly Parent/carer feedback

School curriculum/ communication	Ensure all homework is differentiated and clearly communicated clearly	Feedback received from parents /carers suggest that homework could be more accessible.	AC+staff	Termly	No cost	Improved outcomes/communication	Homework scrutiny. Feedback from parents/carers.

Date: Headteacher:

Date: Chair of governers: