

# Worksop Priory C of E Primary Academy



## Accessibility Plan

**2018**

Schools are required by the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to

- Increase the extent disabled pupils can participate in the curriculum
- Improve the physical layout of the school to enable disabled pupils to take better advantage of education, facilities and services provided
- Improve the availability of accessible information to disabled pupils

We have included a range of stakeholders in reviewing the 2015 plan and in the development of this plan, including pupils, parents, Family SENCo, staff and governors of the school.

Worksop Priory C of E Academy has adopted this accessibility plan in line with the school's Special Educational Needs Policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum and that all pupils are

appropriately challenged. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination. Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010. The school supports any available partnerships to develop and implement the plan.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) Guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the special Educational Needs and disability (SEND) Code of Practice 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Worksop Priory C of E Academy is required to 'make reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupils faces in comparison with non-disabled pupils eg the provision of an auxillary aid or adjustments to premises.

Access for all - additional agency/staff support /specific needs OBJECTIVE To ensure all children have the same opportunities			
Action	Lead	Monitoring	Action needed
Behaviour problems	All staff/TAs Specific TAs Wider learning mentor Inclusion Lead Head of school BPBP	Behaviour policy followed CPOMS logs Individual behaviour plans Completion of Boxall Profiles /SDQs /Blue files Paperwork – assess plan do review cycle Parental involvement Staff training  Continue work on ADHD Kite mark	Monitoring of targets linked to individual plans Monitoring of progress made with Boxall targets/plans Review of CPOMS incidents/logs Parental view sought Follow GDA if needed PEEPs in place if needed Complete ADHD Kite mark
Physical disability	Inclusion Lead Named TAs PDSS	Class teacher re changes in physical disability Inclusion lead	Review environment Ensure inclusion Monitor access to wider curriculum eg clubs PEEPs
Medical conditions/ diagnosis	Public Health Practitioners/relevant medical practitioners/paediatricians	Class teachers/inclusion lead Close links with parents	Check Medical Needs Policy /list of pupils Care Plans in Place Information/staff training for relevant staff

			Medication with consent for administration Personal and Intimate Care Policy /plans PEEPs if needed
Problems with co-ordination or concentration	OTs/physios Inclusion lead Family SENCO Parents	Intervention programmes eg Fun Fit, Dough Disco	Relevant paperwork/assessments carried out Referral via GDA where needed
Speech and Language difficulties	Class teacher Parents TAs Inclusion Lead SALT	Tracking systems Intervention programmes eg Time to Talk	Monitoring Referral to SALT Report form SALT Sessions in school
Selective non speaker	Class teacher TAs Parents Educational Psychologist Inclusion lead SALT	Support/advice Individual plans/reviews	Parental discussions Advice followed Explore alternative ways of assessing progress Monitor any speech with peers
Delayed educational development	Class teacher /TAs Inclusion Lead Interventions tracked	Monitoring progress Review of interventions Pupil progress meetings Support from SFSS if needed	Parental discussions Consent for referral Observations
Access to the physical environment	Head of School Inclusion Lead PDSS – specialist team	The physical environment is accessible with reasonable adjustments made as needed The environment is reviewed as needed Support is provided by PDSS	Access to the toilets is reviewed for specific pupils in school Access to changing area is appropriate Relevant plans are in place eg Personal and Intimate Care Plan

Access for all - Classroom /written word /curriculum access OBJECTIVE To ensure all children have the same opportunities			
Action	Lead	Monitoring	Action needed
All work to be adapted to ensure all children have appropriate access	All class teachers Inclusion Lead	Head of School Inclusion lead	Regular monitoring/book looks/lesson drop ins/pupil interviews Feedback to staff

			Support as needed
Use technology to enhance learning - access to ICT/laptops/ipads Games /programmes to support Coloured backgrounds for whiteboards/ talking tins/recorders	All teaching staff ICT teacher/technician Inclusion Lead	ICT teacher Inclusion lead	Work scrutiny Classroom practice scrutiny Discussions with pupils
Use of appropriate aids – coloured paper, special pencils, pencil grips, reading rulers, sloping boards, wobble cushions, coloured paper, font, signs and symbols	All teaching staff Inclusion lead TAs Pupil voice	Inclusion Lead TAs	Provide appropriate materials /resources Staff training Regular updates/reminders of resources available
Identify additional needs of pupils Pupils working either in focus groups or on individual targets	Class teachers TAs Parents Inclusion lead Pupils	All school staff Inclusion lead Parents Pupils Pupil progress meetings	Appropriate assessments are in place for all Regular tracking Interventions in place and monitored /reviewed
Visual timetables are in place where needed	All staff in school	Inclusion lead Outside agencies	Use of Communicate in Print as needed
Additional support for pupils with EAL as needed	All class teachers Polish speaking TA	Inclusion Lead Head of school	Language support to identified individuals Signs and symbols as needed Access an interpreter if needed
Complete the Dyslexia Friendly Schools Award	Inclusion Lead Class teachers TAs	LA Dyslexia Lead – Alan Mercer DFS folder	Continue to work on targets and actions identified Request review from Alan Mercer – LA specialist
School trips are accessible to all	Class teachers TAs Inclusion Lead Head of school	All trips are planned with specific needs in mind and adapted	All trips are fully risk assessed

TARGETS	Strategies	Outcomes	Timeline	Lead personnel	Monitoring	Intended impact
<b>SHORT TERM</b>						
<b>To ensure toilet area is fully accessible for pupil in walking frame</b>	To discuss with pupil parents PDSS (Jamie White ) class teacher inclusion lead and TA	Pupil has the best possible access  Independence is developed  Staff are safe working	January 2019	Inclusion Lead  Outside agencies	Termly review  Full review of Intimate and Personal Care plan as needed	Pupil and staff are safe  Needs of pupil and staff are met
<b>To increase staff knowledge and expertise in understanding and dealing with behaviour issues</b>	ADHD training continues through school led by ADHD Solutions  MAPA/CRB inset takes place  Training for ALL staff in school  Training for parents - work around ADHD – for all parents with	Incident logs on CPOMS are clear  Staff are more aware of issues de-escalation  Pupils referred to paediatrician through GDA are clear	Sept 2018          Jan 2019	Inclusion Lead  Head of School  Wider learning opportunities TA  ADHD Solutions  MAPA/CRB training team	Ongoing  School gains ADHD Kite mark	Staff have increased expertise in dealing with behaviour /ADHD needs

	specific parents targeted	School is awarded ADHD kitemark				
<b>Replace all lockers with coat pegs, as they are more accessible and safer</b>	Currently year 1 and year 2 lockers have been replaced  Plans for y 3 4 5 and 6 to be replaced	More accessible  Less incidents and accidents	Sept 2019	Head of School	Ongoing	Coat pegs for all pupils in school
<b>MEDIUM TERM</b>						
<b>The learning environment is fully accessible to all pupils</b>	Learning walk Audit of environment Include views of parents /pupils Link to DFS status Use of matt laminating pouches	Plan is put in place to work on issues raised	Summer 2019	Inclusion Leader / Head of School	On-going policies ensure all needs are met eg blinds, buff paper, lighting ,print adaptation	The audit is carried out  The actions are worked on  The environment is improved for all  Regular annual review of environment
<b>For the school to begin to develop a uniformed approach to having</b>	Inclusion Lead to work with staff on using Communicate in Print	All staff are aware of the	Summer 2019 Autumn 2019	Inclusion Lead All staff	Executive Head Head of School	The school environment has

<p><b>appropriate signs and symbols in every area of school</b></p>		<p>programme and access it</p> <p>Signs and symbols are produced for display around school</p>			<p>Inclusion Lead</p>	<p>a variety of signs and symbols</p> <p>Pupils increasingly use these around school</p>
<p><b>LONG TERM</b></p>						
<p><b>All those with physical disabilities can access the school buildings more easily</b></p>	<p>Consider automatic internal /external doors</p> <p>Consider access from foyer to the quad area</p>	<p>Those with physical disabilities have more independence</p> <p>Pupils with wheel chair or walking frame to access quad area safely from foyer</p>	<p>Autumn 2019</p> <p>Autumn 2019</p>	<p>Head of school</p> <p>Inclusion Lead</p> <p>Executive Head</p>	<p>Governors</p> <p>Visitors</p>	<p>School buildings are fully accessible.</p>

The governing body also recognises its responsibilities towards employees with disabilities and will

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

This document will be fully reviewed every 3 years and updated more frequently if needed. It is closely linked with many policies and documents including:

SEN Policy and SEN Information Report/Local Offer

Risk Assessments      Health and Safety Policy

Equality Policy    Equality and Diversity Report    Behaviour Policy

Reviewed:    Autumn 2018      Next review:    Autumn 2021

Signed \_\_\_\_\_ Mr. P. Abbott (Executive Head Teacher )

Date \_\_\_\_\_

Signed \_\_\_\_\_ Mrs. S. Rawson

(Head of School)

Date \_\_\_\_\_

Signed \_\_\_\_\_ Mrs. K. Slater (Inclusion Leader)

Date \_\_\_\_\_

Signed \_\_\_\_\_ Mrs. H. Hurt

(SEN Governor)

Date \_\_\_\_\_