

St Matthew's Church of England Primary School

Accessibility Plan 2016 - 19



What is the requirement?

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

How does the plan link to other documentation and policies?

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

- The Accessibility Plan will be uploaded onto the school website.
- Links will be made through the SEN Information Report. The Local Offer.
- The Safeguarding Policy.
- The Equal Opportunities Policy
- The Health and Safety Policy.
- Risk Assessment Policy.
- The School's complaints procedure will include the Accessibility Plan.

What is the purpose of the plan?

- To provide an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- To challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

What is the definition of disability?

Learning together in the Love of God and our core values (respect, faith, choices and learning together) reflect the school's ethos in that we are committed to establishing equality for all pupils, their parents/carers, staff and other users of the school.

We aim to:

- Provide a safe, secure, stimulating and supportive atmosphere where each child is valued.
- To nurture children towards positive self-worth, self-confidence as learners, and to help each mature socially and emotionally.
- To secure an inclusive learning environment and support pupils with special educational needs and disabilities (SEND)

What are the school values?

How does the plan relate to the physical environment, curriculum and written information in relation to accessibility?

What are the internal and external monitoring procedures?

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

- An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
- The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly.
- It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
- The Plan will be monitored through the Resources Committee of the Governors.
- The Plan will be monitored by Ofsted as part of their inspection cycle.

Who will be responsible for delivering the plan?

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

What training will be provided?

- Staff and governor training through Continuing Professional Development (CPD) and INSETs to raise awareness of disability discrimination and the need to inform attitudes on this matter.
- Staff training in relation to enabling pupils with SEND to make progress and access the curriculum.

Who are the supporting partners who have helped to develop and implement the plan?

Pupils and parents/carers of pupils with Special Educational Needs and/or a disability, Governors, School teaching and Non-teaching Staff, Senior Leadership Team and Head Teacher.

What are the complaints procedures?

The School's complaints procedure covers the Accessibility Plan
The Complaints Procedure is available on the school website or a copy can be obtained from the office.

What are your aims and objectives?

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Increase access to the curriculum for pupils with a disability

Current good practice	Target	Actions to be taken	Outcome	Person responsible	Date to be completed	Review
Training in regard to supporting pupils with SEND is identified through LSP CPDs	Training on specific areas of SEND for new support staff and those who have been deployed differently	Undertake an audit of staff training requirements	All LSPs are able to more fully meet the requirements of pupils with SEND with regards to accessing the curriculum Pupils will have increased access to the curriculum	Joan Amphlett SLT	End of summer Term 2016	
The SENCO supports NQT teachers in regard to differentiation Subject Leaders/mentors support planning of NQT	Training for new and NQT teachers on differentiating the curriculum	SENCO to support new staff with differentiation Identify training needs.	All teachers are able to more fully meet the requirements of pupils with SEND with regards to accessing the curriculum Pupils will have increased access to the curriculum	Joan Amphlett SLT	End of Autumn 1 Term 2016 for new teachers Targets for NQT teachers	
SENCO and HLTA completed 3 day Emotion Coaching Training	All staff adopt the Emotion Coaching approach	Disseminate training through INSET to all teaching and non-teaching staff	The well-being of all stakeholders is enhanced Pupils with SEMH difficulties are more able to engage in learning. Less interruption in learning for all pupils	Joan Amphlett Debbie Downing SLT	End of Autumn 1 Term 2016	
A Learning Mentor has been appointed	Pupils with SEMH gain immediate support as required	Training and the sharing of good practice for Learning Mentor A room is identified and resourced	The well-being of pupils with SEMH difficulties is raised and engagement in learning enhanced Less interruptions in learning for all pupils	Joan Amphlett Shaun Lancaster SLT	End of Autumn Term 2016	
SENCO has links with Young Carers	Whole staff awareness of Young Carers and pupil needs	Provide CPD through Staff Meetings	Pupils who support parents or siblings with disabilities are identified and supported	Joan Amphlett All staff	End of Autumn Term 2016	

		Referrals are made	Wellbeing of Young Carers enhanced			
All pupils working at P-Levels have a one page profile (All About Me)	All pupils with have SEND to have a one page profile with targets	Pupils supported by teachers to complete a one page profile (likes, dislikes, strengths, and what helps me, targets)	Staff will gain a greater understanding of how pupils with SEND learn best, what helps or doesn't help them to make progress Pupils to be aware of targets	Joan Amphlett Teachers LSPs	End of Autumn Term 2016	
The SENCO has good relationships with parents of children with SEND. Reviews are held termly	Gain parental and pupil feedback	Provide questionnaires to gain feedback	Feedback used to inform future priorities	Joan Amphlett	End of Autumn Term 2016	
Makaton and PECs training has been delivered in the past	Provide for a pupil who is profoundly deaf in Nursery	Work in partnership with external agencies, previous settings and parents to ensure provision meets pupil need	Pupils will have increased access to the curriculum Increased subject knowledge of staff to support pupil with hearing impairments	Joan Amphlett Inclusion support	End of Autumn Term 2016	
Two members of staff have undertaken Autism training	Provide proprioception breaks for pupils with autism as required	Training and implementation for some pupils with autism	Regular sensory proprioception breaks will help to calm and organise hyper and hypo sensitive pupils with autism to calm	Joan Amphlett Inclusion Support	End of Autumn Term 2016	

Improve the delivery of written information to pupils

Current good practice	Target	Actions to be taken	Outcome	Person responsible	Date to be completed	Review
Communicate in Print training was delivered to one LSP and is used to support pupils working at P-levels	Extend the use of Communicate in Print where required	To provide training for other practitioners	School will further provide visual resources to support reading and writing	Joan Amphlett Sue Raybould	Sept 2016 – July - 2017	
A peripatetic music teacher is employed who has experience of working with pupils with special needs	Music teacher to provide communication visual support for music lessons	T Salt to share communication visual support with LSPs who support pupils working at PLevels	Pupils working at P Levels and those with hearing impairments &/or communication difficulties will gain a greater access to music	Tanya Salt Music teacher	End of Autumn Term 2016	
Equipment to support pupils with SEND are resourced	Appropriate use of specialised equipment to benefit individual pupils & staff	Training re dyslexia Resource equipment for pupils with dyslexia	Pupils will have increased access to the curriculum	Joan Amphlett Inclusion support	Sept 2016 – July 2017	

Improve and maintain access to the physical environment
 Access Audit was undertaken on Thursday 30th June 2016 by Mr Brian Smith and Mrs Marie Forker.

Feature	Description	Actions to be taken	Person Responsible	Date to be completed by
Fire bells	Fire bell cannot be heard from playground Flashing fire bell in Nursery Room re a profoundly deaf pupil to start in September 2016	Review external fire bell Fit a flashing fire bell in Nursery Room	Fiona Deakin Brian Smith Marie Forker	September 2016
Nursery outdoor area	Slabs have become unlevel	Repair and level ground in Nursery outdoor area	Fiona Deakin Brian Smith Marie Forker	September 2016
Mentoring Room	Identify and resource mentoring room	Identify and purchase resources Identify and make adjustments to the room	Fiona Deakin Joan Amphlett	September 2016
Yellow lines on steps	Improvements to help the visually impaired	Repaint the yellow lines on steps	Fiona Deakin Brian Smith Marie Forker	September 2016
Gate leading from Reception Nursery into Key Stage 1 and playground (Fire Exit)	Gates need to be painted yellow re visually impaired pupil	Gate leading from Reception Nursery into Key Stage 1 and playground	Fiona Deakin Brian Smith Marie Forker	September 2016
School entrance	The main school entrance to the building does not allow sufficient privacy when talking to the office staff. Extending the entrance would allow easier access to school and enable us to create a designated waiting area	Extend the entrance Create easier access to the office by creating a bigger hatch and allowing parents more privacy Place seats in the entrance so parents have a comfortable place to wait	Fiona Deakin Brian Smith	September 2016
Playground surface	Surface is uneven in places	Make good any uneven surfaces and Resurface the playground	Fiona Deakin Brian Smith Marie Forker	September 2017