

Sidemoor First School and Nursery Disability Equality Scheme and Accessibility Plan

2015 – 2018

Introduction

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.

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.

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.

1. Starting points

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

Sidemoor First School and Nursery is committed to providing the best possible opportunities for every child. We work together, enabling everyone to do their best. We have high expectations for disabled pupils and expect them to participate and achieve in every aspect of school life.

Priorities

- Ensure that all staff and governors, particularly those new to the school, understand and share the vision and values underpinning the work of the school.
- Remind staff of key duties towards disabled pupils and of the responsibility to remove barriers to learning for disabled pupils.

1B: Information from pupil data and school audit

Sidemoor First School serves the immediate locality with over 90% of the intake living within a one mile radius of the school. Overall attainment on entry is slightly below the national average. There is a wide range of ability with a significant number towards the lower end in some cohorts.

About 12% of pupils have SEN and/or other needs that currently include Speech, Language and Communication difficulties, ASD, ADHD, behavioural, emotional and social difficulties and medical needs.

Effective liaison with parents and outside agencies ensures that most children with disabilities are known through pre school provision. The school nursery has excellent links with local health services and early identification of needs enables effective planning to include disabled pupils from the start.

Staff are committed to undertake training to support the needs of individual pupils e.g. epi pen, signalong, speech and language, listening and attention.

All staff are aware of the needs of SEN and disabled pupils in the school. Progress and attainment of individual children is tracked carefully. All children are included in every aspect of school life, both in the formal curriculum and activities beyond.

Priorities

- Anticipate the needs of future pupils as the school grows
- Undertake detailed analysis of progress and achievement for disabled pupils

1C: Views of those consulted during the development of the plan

The school works closely with parents of individual disabled pupils and takes account of their views and aspirations. We listen carefully to the views, ideas and concerns expressed by pupils and take action as appropriate.

All staff and governors are involved in the development of the plan. The local authority and other organisations are consulted for support. Relevant bodies were consulted during the design phase of the new school.

Priorities

- Continue face-to-face consultation with individual parents and children
- Seek additional guidance from relevant people as needed.
- Disability audit and further consultation with parents and children at regular intervals with plan being updated as appropriate

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The needs of individual pupils are always considered when planning, delivering and assessing all aspects of the curriculum so that every child can participate and achieve their best.

Priorities

- Ensure that written policies reflect good practice and are updated in line with the cycle of policy review in the School Development Plan
- Identify any barriers to participation for disabled pupils who join the school, seeking advice from relevant support agencies.
- Add adjustments to Medium Term Planning as they are made for individual needs
- Review the curriculum to identify times when awareness of disability can be included

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The new building and site has been designed to comply with the latest DDA regulations and the physical environment should enable disabled pupils to take full advantage of all the educational opportunities and wider activities available.

Priorities

- Staff training and support to allow full use of the whole school environment by all pupils.
- Any difficulties that emerge in practice are discussed and advice sought to enable improvements to be made.
- Following the advice from support services, provide and use any specialised equipment required for disabled pupils who join the school

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Information, worksheets and other written materials are differentiated. Simplified language, signing, pictures, symbols, photographs, visual timetables, task management boards etc are used as appropriate. A parent with visual impairment receives information in an appropriate format.

Priorities

- Review range of written material used for pupils and consider different formats
- Seek help from relevant support services if more specialised formats are required.

3: Making it happen

3A: Management, coordination and implementation

The governing body takes responsibility for the school accessibility plan and reports on it annually in the school prospectus and school profile.

The Curriculum and Standards Committee discusses and monitors the extent to which disabled pupils participate in the school curriculum and wider activities.

Progress and attainment of disabled pupils is also reviewed. The Premises Committee discusses any difficulties that emerge with the physical environment. The Finance Committee consider the budget planning needed to make any necessary adjustments.

The accessibility plan is closely linked with the school SEN policy and practice.

Other relevant policies and plans include:

School Development Plan

Asset Management Plan

Health and Safety Policy

Inclusion Policy

Teaching and Learning Policy

The school also coordinates its work with other services and agencies

The Local Authority

Children's Centre and Extended Services

Social care

Health

The implementation of the plan is detailed in the Action Plan attached.

3B: Getting hold of the school's plan

The accessibility plan will be made available in written and other formats as needed / requested. Information about the plan will be given through the school newsletter, the prospectus and the website.

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