

Dawley C of E Primary Academy



Enriching Learning, Enriching Life'

John 10:10 '...I have come that they may have life, and have it to the full.'

Accessibility Plan

Date: Sept 2018

To be reviewed: Sept 2021

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 pupils with a disability, under part 4 of the DDA.

- Not to treat pupils with a disability less favourably for a reason related to their disability
- To make reasonable adjustments for pupils with a disability, so that they are not at a substantial disadvantage
- To plan to increase access to education for pupils with a disability.

Our Ethos

Accessibility is a right as well as a privilege for all children, as all are created of equal value and thus should be able, as far as possible, to access equal opportunities.

All children need support not just to access the building and curriculum, but ALSO to access a level of community, care and friendship that children with SEN or disability in the past have found very challenging. Our behaviour policy is thus in part a subset of our accessibility plan, encouraging all children to grow together in community and learning to deal with the difficult circumstances together as we encounter them.

All tuition in this area should be done in a whole-class environment, to encourage and foster a sense of learning together corporately.

All children should be taught and encouraged to make room for others, sometimes ceding their own rights to support those who need their care, realising that those who have a physical or learning disability, have strengths of their own from which more able bodied and children without learning difficulties must learn.

Following from this, we have high expectations from all pupils, whatever their ability, and there is an expectation that all will participate in Academy life. This expectation extends to each pupil, contributing to the strength of community we have at Dawley C of E Primary Academy. All staff and pupils have a choice in the circumstances they find themselves – to be aspirational or to see themselves as a victim. We strongly encourage all in the Academy to aspire to achieve more than they thought they were capable of.

Current Situation

The building dates from 1841 with upgrades during the 1960s and 1980s. The standards of the building met the disability access requirements and has a disabled toilet and flat access to most parts of the building. The following features of the Academy have a direct bearing on the action we will take to address the needs of children with SEN and disabilities:

- Training of staff, including the SENCO, in meeting the needs of children with disabilities
- Staff awareness of classroom accessibility (through the use of sequential journeys)
- Adaption if required of the external environment to meet the requirements of children with visual impairment (padding on vertical poles, yellow marking on step edges and slopes, etc.)
- Training of relevant staff in the care, teaching and exercise of pupils with a disability, including the practical use of medicines for the treatment for epilepsy.

The aim should be to remove all barriers for disabled people. Are people aware of the barriers?

- Physical,
- Structural,
- Information,
- Communication,
- Attitudes,
- Technological,
- Policy,
- Practice.

Outcomes: Is there a measure of outcomes for pupils with a disability?

The Plan

Accessibility audits will be carried out annually.

This plan sets out the proposals of the Local Academy Committee of the Academy to increase access to education for pupils with a disability in the three areas above:

- **Curriculum:** increasing the extent to which pupils with a disability can participate in the Academy curriculum. This covers teaching and learning and the wider curriculum of the Academy such as participation in after-Academy clubs, leisure and cultural activities or Academy visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- **Environment and Services:** Ensure the environment helps pupils with a disability so they can take advantage of education/associated services.

- **Delivery:** improving the delivery to pupils with a disability of information usually provided in writing to those children who are not disabled. Examples might include handouts, timetables, textbooks and information about the Academy and Academy events. The information should be made available in various preferred formats within a reasonable time frame. This also includes an "on-demand" service to make available
 - large-format versions of Academy documents and
 - reading of documents to parents and children who have English as an additional language or who have difficulties in reading.

The Local Academy Committee is thus committed to providing, over a fairly short time, a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a strong, holistic culture of awareness, respect and inclusion.

We acknowledge that there may still be a need for ongoing awareness raising and training for staff, parents and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Strategy
- Equal Opportunities Policy
- Health & Safety Policy
- Inclusion and Induction Policies
- Special Educational Needs Policy
- Positive Behaviour Policy
- Academy Improvement Plan
- Academy Mission Statement
- Teaching and Learning Policy

Monitoring of the Plan

- This current document takes into account fully the comments arising from consultation of parents, children, staff and professionals
- The Accessibility Plan will be monitored through the Curriculum and the Local Academy Committee.
- The Academy will work in partnership with the local education authority in developing and implementing this plan.

To be reviewed Summer 2021

Improving the Physical Access at Dawley C of E Primary Academy

Time Scale	Targets	Strategy/Activity	Time Frame	Outcome
Short Term				
Medium Term	Consider the outside environment for the visually impaired	Look into highlighting vertical poles and edges	By summer 2020	Access to bottom playground eased for all pupils
Long Term	Consider a ramp/slope to the top playground	Look into a ramp/slope to the top playground	By summer 2020	Access to the top playground

Improving the Curriculum Access at Dawley C of E Primary Academy

Time Scale	Targets	Strategy/Activity	Time Frame	Outcome
Short Term	<ul style="list-style-type: none"> • Raise awareness of classroom layout to ensure that classrooms are optimally organised to cater for needs of disabled pupils. • Ensure that all staff have appropriate training to meet needs of all pupils with mobility disability (if needed) • Ensure all new policies are fully DDA compliant 	<ul style="list-style-type: none"> • SENCO to review classroom organisation • SENCO to audit staff training and make recommendation to ADT • H and S item as and when needed 	Autumn 2018 and ongoing	<p>Teachers know how to adapt classrooms quickly and safely to make adjustments for changing needs of pupils.</p> <p>All staff are trained appropriately for children in their classes.</p>
Medium Term	Consider the outside environment for the visually impaired	Look into highlighting vertical poles and edges	By summer 2020	Access to bottom playground eased for all pupils
Long Term	Consider a ramp/slope to the top playground	Look into a ramp/slope to the top playground	By summer 2020	Access to the top playground

Improving the Delivery of Written Information Dawley C of E Primary Academy

Time Scale	Targets	Strategy/Activity	Time Frame	Outcome
Short Term	<ul style="list-style-type: none"> To ensure that all pupils, parents, carers and prospective parents have written information in the most appropriate form for their needs, including being read to. 	<p>SENCO to identify and arrange meetings with parents with learning or reading difficulties to enable preparation of better forms of information.</p> <p>Website is “tested” on those with visual impairment for comments</p> <p>consider use of Academy texting service or APP for those for whom it is the prime means</p>	<p>By Spring 2019 and ongoing</p> <p>Autumn 2018 and ongoing</p> <p>Autumn 2018 and ongoing</p>	<p>All information in the Academy is given and presented in a variety of ways and those who require it in different forms know where and how to access it.</p>
Medium Term	To ensure that all class teaching is presented in a variety of ways, enabling all pupils to access the learning they are entitled to.	Staff to review planning. Principal to review overall planning to ensure compliance. Principal to undertake learning walks to ensure compliance.	Termly throughout time frame	We develop a culture of checking access issues within our own planning.
Long Term	TBD	TBD		