



Dussindale Primary School Accessibility plan 2014-2017

Introduction

From 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation".

An accessibility plan is listed as one of the "other statutory documents" required in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy is:

1. reviewed of every three years
2. approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the head teacher.

Since 2010, the following must also be considered: extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following the recent consultation on implementation and approach, this duty was introduced in September 2012. We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Definition

The definition of disability under the law is a wide one. A disabled person is someone who has, "a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities". The definition includes people with: Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental health issues, Incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HI, facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

What the Plan Does

The Accessibility Plan will contain relevant and timely actions to:

- 1. Increase access to the curriculum for pupils with a disability**
Eg. expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- 2. Improve access to the physical environment of the school, adding specialist facilities as necessary**
Eg. This covers improvements to the physical environment of the school and physical aids to access education.

3. Improve 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 timeframe.

Curriculum

The Current Position

We believe that we have made good progress in the following areas:

- Whole staff training on inclusive teaching strategies for children with ASD, ADHD, dyslexia and dyscalculia.
- Signing training for those staff working with children with communication difficulties.
- Advanced planning for children based on good information from early years partners.
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour).
- Introduction of Pupil Profiles to ensure rounded and consistent provision from year to year.
- Provision of tiered intervention, close tracking of progress and responsive adaptations.
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Amanuensis, laptops etc.)
- Developing outstanding learning and teaching across the school.
- Use of 'P Scales' where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations.
- Ensuring that school visits and trips are accessible for all students.
- Use of a range of teaching methods and styles to facilitate access for all students - e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles.

Priorities for 2014-17

- To take a pro-active role in establishing strong local teams around children with disabilities.
- To improve the range of technology available to staff and children, that support a child's disability.
- To ensure that the planned school growth programme enables the development of specialised learning areas for children whose disability means that temporary or regular withdrawal to a quiet or structured space improves their social and learning outcomes.

Physical Access

The Current Position

- The building is wheelchair accessible with a lift to facilitate movement between the floors.
- 2 Disabled Parking Spaces in the main car park
- Accessible toilet facilities are available throughout the school.
- There is space for small group work and individual work for targeted learners.
- A physical environment that is safe and welcoming.
- Handrails on stairs
- Coloured kerbs and edges of stairs
- Clear visual signage

Priorities for 2014-17

- To review the site annually with Governors and the School Council.
- To address any concerns arising from the annual site inspection.
- To review the allocation, availability and state of repair of disabled car parking bays on site.
- To consider an enhanced fire alarm system for those students with hearing impairment
- To consider the provision of an induction loop in the main reception.
- To ensure that, as the school grows, children who are unaware of danger or lack spatial awareness can move safely around the building and grounds, through regular review of routines and procedures.

Written information

The Current Position

- Visual timetables are produced for identified students.
- The Accessibility Plan is placed on the website.
- All written information sent out to parents is available on the website.

Priorities for 2014-17

- All new families are asked for information about any specific needs regarding the provision of written information.

The Accessibility Plan should be read in conjunction with:

- Single Equalities Scheme and Equality Objectives
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour and Discipline Policy
- Touch Policy
- Intimate Care Policy
- School Improvement and Development Plan

This Accessibility Plan will be a standing item on the agenda of the Statutory Functions and Finance Committee of the Governing Body, and progress will be reported annually to the full governing body.