



All Saints Benhilton C.of E. Primary School Accessibility Plan and Disability Equality Scheme

3-year period covered by the plan : Sept 2016 – Sept 2019

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, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This plan should be read in conjunction with the school's Policy Statement on Equality.

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

All Saints Benhilton C.of E. Primary School is committed to ensuring that all its employees, pupils and others involved in the school community, with any form of disability are treated equally. We will ensure that disabled pupils and employees are not treated less favourably in any procedures, practices and service delivery.

DISABILITY DEFINITION

A disabled person includes

- a visually or hearing impaired person
- a person with a physical disability
- a person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other ongoing condition such as colitis.
- a person with an autistic spectrum disorder
- a person with Downs's syndrome
- a person with dyspraxia. and / or ADHD
- a person with dyslexia

This list is not exhaustive but are main examples as given in the guidance 'Promoting Disability Equality in Schools', page 26, (DES 2006)

The school uses the social model of disability as the basis of its work to improve equality for and tackle discrimination against disabled people.

This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. We understand that the definition of disability under the Disability and Discrimination Act is different from the eligibility criteria for special educational needs. This means that disabled pupils may or may not have special educational needs.

The school is committed to the removal of barriers to the progress of disabled pupils. We aim to give all children full access to the curriculum at school and to enable them to participate fully in school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement.

The school:

-sets suitable learning challenges

-responds to pupils' diverse needs

-overcomes potential barriers to learning and assessment for individuals and groups of pupils.

The school's policies on Bullying and PHSE promote equality and respect for all regardless of gender, race, colour, creed or impairment.

The school's Equality Statement ensures that everyone is treated fairly and with respect, recognising that people have different needs and therefore treating people equally does not always involve treating them all exactly the same.

1B: Information from pupil data and school audit

All Saints Benhilton C.of E. Primary School became a two form entry school from September 2012 and has 410 children currently on roll. Of these, 47 children have identified disabilities including Autistic Spectrum Disorder, Dyspraxia and Language difficulties. 9 children have an Educational, Health & Care plan/ Statement of Special Educational Need and provision is adapted when necessary to enable them to participate fully in school life.

One member of staff has Type 1 diabetes.

Nationally the percentage of disabled members of a school community is about 7%; our percentage is currently more at 13%.

We will continue to audit the profile of our school population to ensure that we fully identify and include those with disabilities. We are mindful of the adults in our school community. We have 2 children in Year 4 whose mothers are physically disabled, 1 child in Year 5 whose mother has a hearing impairment and we are committed to improving access for them and others who may have similar needs in the future.

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

SEN Governor

Premises Governor

Parents of children with disability

Parents with disability

2. The main priorities in the school's plan

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

All Saints Benhilton is a single storey site and is easily accessible via ramped access. The recently added classrooms are all accessible. There are two accessible toilets. Visual prompts and resources including visual timetables, 1-5 scale and signs are used to facilitate access for all pupils deemed in need of them. Special provision is made at lunchtime for children who require it to ensure they are safe in the school environment.

Through worships, PHSE and outside speakers, disability awareness is promoted in the curriculum.

Staff working with pupils with disabilities receives appropriate training and support.

Our Equality Statement and targets underline our commitment to equal access and opportunities for all.

Thorough risk assessments are undertaken as required and take full account of the needs of disabled children e.g. A named adult will provide 1 to 1 support as necessary.

Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability.

Future Developments

- Purchase of specialist furniture as and when required - **SENCO**
- Purchase of high quality books featuring disability for the library using librarians to rota books on a regular basis. This will ensure access to all the books available – **Library Lead**
- Disability equality issues to be incorporated into the planning and learning in Citizenship, PHSE and RE curriculum. - **RE & PHSE lead**
Promote images of artists/sports personalities or those with sporting talents who have disabilities so disability is seen as no barrier to achievement; e.g. David Weir, a Paralympic gold medallist, formerly at Bedelsford School in Kingston – **PE lead**
- Develop a range of learning resources that are accessible for pupils with different disabilities. Subject co-ordinators and the Inclusion Manager to review resources in their curriculum areas and ensure they meet the needs of all pupils within school. When schemes of work and policies are reviewed, check for accessibility. - **All Staff**
- Staff working with children with disabilities, receive appropriate training and support to enhance children's access to the curriculum, develop their independence and promote social interaction. **SENCO & LSA's**
- Seek external advice as necessary to ensure that modifications and risk assessments are made which enable all children with disabilities to take a full and active part in extracurricular activities and school trips. – **All staff**
- Termly review of Provision Map to include appraisal of our provision for disabled pupils. - **SENCO**

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

At present, the school is fully accessible to the children with disabilities.

There are two designated Accessible Toilets.

Access to the school field via the additional car park.

Future Developments

- Ensure that the corridors are maintained wide enough for traffic flow
- Ensure access to the playgrounds remain suitable for wheelchairs and mobility scooters, so that all parents gain deliver and collect their children to and from the classroom doors in KS1 and allotted areas in KS2.
- SEN Policy to take account of developments which may improve access to the curriculum for children with disabilities.
- School to continue to use as necessary the services available for visually and hearing impaired children.

3: Making it happen

The school will evaluate the effectiveness of this policy in relation to the following key criteria:

- Ongoing awareness of staff and governors on issues relating to disability.
- Are staff using resources which promote understanding of disability?
- Are staff undertaking risk assessments with full regard to the requirements of the DDA and DES, with reasonable adjustments being taken to facilitate access for disabled pupils?
- Have all school policies revised in the last year been checked for their impact on disabled pupils?
- Does the School Improvement Plan respond to the needs of those with disabilities?
- Do we have a clear measurable picture of the disability profile in our school community?

In addition, the school will evaluate the effectiveness of this policy by careful monitoring of its action plan, set out below

3A: Management, coordination and implementation

Lead Responsibilities:

Head teacher: Mrs Justine Whelan-Cox

Inclusion Manager: Mrs K. Stanley Bristowe

Deputy Head teacher: Mrs K. Stanley Bristowe

Senior leadership team: staff named above + Mrs J. Collingwood, Mrs L. Craven, Mrs E. Murton, Miss S. Sutherland, Ms J. Farley

Inclusion Governor: Mrs J. Jones

Chair of Premises Com.: Mrs J. Jones

KEY TARGETS

1.	Increasing the extent to which disabled people are equal participants in the life of the school			
Target	Action	Resources	Time scale	Outcomes
Increase confidence and a consistent approach of staff in differentiating the curriculum	Undertake an audit of staff training needs on differentiation SENCO/SLT	Workstations Planning IEP's and quality first teaching Visuals Learning breaks Model good practice Workstations	Ongoing as new staff - NQTs due to start in September	All staff confident and consistent in a range of differentiation strategies
Ensure all school trips are accessible to all especially those with high anxiety	Develop guidance for staff on making trips accessible All Members of staff	Social stories Visuals Time to talk Addition meeting with parents	ongoing	All children in school able to access all school trips and take part in a range of activities.
For the library to have high quality books featuring disability and access to all books	Purchase high quality books representing disability Rotate books	Purchase books – Library Lead Librarians to rotate stock	July 2019	Well stocked library with high quality books reflecting disability
Calm transition around school so that those with a disability feel safe The views of children with physical disabilities, and two children with temporary walking sticks and aids, toured the school and discussed their needs and views. At	Foster an ethos of calm and reflective attitude to others during transition periods	Yr6 monitors to monitor movement at these times Worships Disability awareness Level of noise during transition PHSE lessons	Dec 2017	Ethos embedded within school of calm and quiet movement around school especially at the beginning and end of day

times of high volume of children (before and after school) it was difficult for them to access their lockers – they suggested monitors to look out for them at this time and ask other pupils to be more considerate if necessary.				
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2.	Raise the profile of disability within school			
Target	Action	Resources	Time scale	Outcomes
High quality resources very effectively support the planned learning outcomes and are available and appropriately accessible to all pupils	Training for all staff on disability awareness and its incorporation into the curriculum. SLT/SENco	Visuals Differentiated resources and activities to support different learning styles and needs Visits from speakers with disabilities	By July 2019	Children will have a better understanding of different disabilities Children with disabilities will receive high quality lessons appropriate to all children's needs and learning styles.
Risk Assessments enable children with disabilities full access including trips and	Staff meeting to discuss writing risk assessments to meet the needs of all children All Staff	Staff meeting time and ongoing monitoring	By Dec 2017	All children taking part in school activities

residential				
Monitor effectiveness of this plan on pupil progress and well-being	Monitor through: <ul style="list-style-type: none"> ➤ leaning walks ➤ book scans ➤ Pupil progress meetings 	Aids and devices Differentiation Adaptations to the curriculum	June 2018	Children able to access the curriculum and make expected and better than expected progress
Promote images of artists/sports personalities or those with sporting talents who have disabilities so disability is seen as no barrier to achievement	PE lead to find suitable material to promote disability and display around the school PHSE & RE lead to find and use appropriate resources	Posters Worships Displays	June 2018	Displays, posters and PHSE, RE and PE curriculum to showcase good examples of disability

3	Maintain the physical environment of the school to ensure the extent to which disabled people can take advantage of education and associated services			
Target	Action	Resources	Time scale	Outcomes
All parents, visitors and pupils will be able to access the school and playgrounds	Move the cleaning cupboard outside the disabled toilet so that it is accessible for wheelchairs access. For the edge of the field to be lowered by the sheds in KS2 playground so that wheelchairs/motorised scooters can gain access from the playground to the field. In the car park, consider	Lower field access. Reduce the pavement in the car park.	April 2018 Spring 2018	A permanent ramp to be outside the hall for people in wheelchairs or motorised scooters to have access to the playgrounds. Access to the field via the playground so that parents are able to get on it without having to go all around the outside of the building especially or the summer fayre.

	reduce the kerb space back to the lamppost next to the disabled bay so that cars can turn around to drive back out.		Spring 2018 When funds become available	Reduced pathway so that cars can turn more easily enabling them to drive out of the car park.
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3B Access to the plan

The governors will report on the school's Accessibility and Disability Equality Scheme within the school prospectus and or within the school profile on line. This will be linked to other reporting requirements in respect of disabled pupils:

- The arrangements for the admission of disabled pupils (in the school prospectus)
- The requirement for the governors to review policies in line with normal procedures.

Head teacher: Justine Whelan-Cox

Inclusion Manager: Karen Stanley Bristowe

Date: September 2017 Review date: September 2019