



# Belgrave Primary School

## Accessibility Plan

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## Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities are required to carry out accessibility planning for disabled pupils. The LA is responsible for publishing the Special Education Needs and Disabilities (SEND) Local Offer which is available on the Cheshire West and Chester website and via a link on the school's website under Special Educational Needs and Disabilities.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them. Our school's previous access plans (DDA) were incorporated into a Disability Equality Policy and builds on those foundations. All the actions identified in the school's Accessibility Plan were all addressed when the school was refurbished in 2011.

## Definitions

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 a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Down's syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example; a person who has had cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life. It is likely that every school has disabled pupils, staff members and service users.

Please note that Special Educational Needs and Disabilities will be referred to as SEND throughout this document.

## **Vision and Values:**

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.
- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Belgrave School's Vision Statement includes the following:

Our school: treats every child as an individual, is a place where every child is safe, values and respects all adults and children.

## **Our School Context:**

- We have had experience of provision for pupils with statements of special needs and disabilities.
- Staff are aware of Equalities legislation and the policies have been reviewed.
- The SEND report and Accessibility Plan have been written in response to the new Code of Practice.

## **Physical Environment:**

- The physical environment is safe for children with a range of physical disabilities.
- Our Accessible toilet meets the specifications of the 2012 legislation.
- We have installed a shower and washing machine and have adapted a cubicle to meet the needs of pupils in Early Years with particular needs.
- There are no steps and there are ramps and railings where necessary.
- From September 2014 all classrooms are in one building which is all on the ground floor.
- There will be one class per year from September 2012 and all classrooms have been designed in consultation with the staff, governors and LA building consultant.
- The school environment includes 3 small group rooms and a meeting room for parents and staff.
- The school has had an Acoustic Survey completed in March 2014. Noise levels were within the recommended range for Hearing Impaired children.
- Each child with visual impairment is assessed by the Sensory Service Team and advice followed in school.
- The outdoor play area includes a sensory path and soft surface.
- There is an allocated disabled parking space for the parents of disabled pupils or disabled staff. Access into school from the parking space is level with no obstacles.

- We regularly audit signage around the school to ensure that is accessible to all.

### **Curriculum and Training**

- Staff have whole school training in a variety of disabilities and additional training when considered relevant.
- We access training from a variety of sources. Examples are the LA, NHS, The Autistic Service and consultancies recommended.
- Pupils and staff with disabilities attend school trips and residential. Adaptions and plans are made to ensure inclusion. We provide additional support where necessary i.e. 1;1, 2;1 for specific activities or for any aspect of the visit.
- Teachers and SEND co-coordinators meet parents at least termly to review plans and discuss next steps.
- We meet parents to write individual plans and to discuss the purchase of equipment to meet health and educational needs.
- Attendance at extra- curricular clubs is encouraged and may form part of an individual plan.
- Pupils with medical conditions will have a Medical Care Plan which may be completed by school staff, specialist nurses or school health. This will be held electronically on Edaware. Any dietary information that may not be included in an Individual Plan will be displayed in the school kitchen for the catering team.
- The curriculum is adapted to meet pupils' needs and evidence of this will be in the individual plan, teachers' planning, intervention records and SEND documents.
- Equipment is purchased to ensure inclusion. Examples are iPads with protective casing, reading programs for pupils with dyslexia, sensory resources, wobble cushions, more books with large print, writing slopes and pencil grips, or adjustable desks and chairs.
- Outcomes for pupils with SEND are very good with all pupils achieving their expected targets or exceeding expectations.
- Staff are trained in many areas including: Moving and Handling, ASD, Dyslexia, ELKLAN and Team Teach.

### **Listening to Pupils and Parents**

We aim to consult pupils through the School Council, questionnaires and by encouraging feedback from annual reports and individual plans.

Our SENCo works within The Learning Trust to improve SEND provision for all trust schools, staff, pupils and parents.

## The Plans

Plans are informed by:

- The views and aspirations of SEND pupils themselves
- The views and aspirations of the families of SEND pupils
- The views and aspirations of personnel from other agencies
- The priorities of the local authority and The Learning Trust

The plans address:

1. The physical environment.
2. Access to education, benefits, facilities and services.

All information is kept in an individual folder which is shared with the parent and pupil. The school will adapt the physical environment and the way learning is delivered to meet pupils' needs and create action plans as needed. Action Plans for Inclusion are completed with the staff from Early Years settings under Every Child Matters headings and the headings above.

We are aware that:

- Adjustments may have to be made to classroom layout in order to facilitate access.
- That some disabled pupils will need specialist furniture in order to access the curriculum and that we have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment.

## Making it happen

It is important that our Action Plans for Inclusion, Individual Plans (IEPs) or personalised plans:

- Allocate lead responsibilities
- Set out clear timescales
- Identify necessary resources
- Have clear outcomes
- Build in review mechanisms and dates

Access plans should be reviewed annually and renewed every three years.

