



Opening minds, learning through challenge and celebrating God's world

POLICY FOR ACCESSIBILITY SCHEME

Reviewed: January 2019
Review Due: Autumn 2021

School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect, Thankfulness, trust, perseverance, justice, service and truthfulness.

Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

Policy References

This policy is written with reference to the following school policies:

- School Mission and Aims
- School Development Plan
- Asset Management Plan
- Health and Safety Policy
- SEND Policy/ Report
- Anti-bullying
- Educational Visits Accessibility Plan 2018-20

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

Accessibility Scheme

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. 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.

DEFINITION

At Skerton St Luke's CE School we:

- Enable every child to achieve their potential through a broad and creative curriculum;
- Teach children how to work independently and collaboratively;
- Encourage honesty, trust and responsibility;
- Respect differences in gender, ethnicity, religion and ability;
- Challenge through the provision of fun and adventurous activities.
- Nurture children's confidence and self-esteem

Disability is defined by the Disability Discrimination Act 1995 (DDA):

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

KEY OBJECTIVE

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils, parents, governors and external workers with SEND.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will

ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

PRINCIPLES

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.
- The school recognises its duty under the DDA: -
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an Accessibility Plan
- The School will:-
 - Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
 - Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum by:
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

ACTIVITIES

Education and Related Activities

The school will continue to seek and follow the advice of the LA services and outside agencies such as specialist teacher advisers, SEND consultants, and appropriate health professionals.

Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The school accessibility plan will, where appropriate be co-ordinated with the local authority accessibility plan, social services and relevant health agencies. The Governing Body takes responsibility for the school accessibility plan.

- The Accessibility plan will be reviewed and revised annually by the SLT and the Governing Body
- Success criteria include:
 - completion of planned activities, satisfactory measurement of the effectiveness of activities and reductions in any complaints about accessibility in the school
 - The review will use the school provision mapping system, children's individual access plans, outcome of data set monitoring, and the priorities in the School Improvement Plan.
 - The Access plan will be available to all children, staff, and parents to contribute to the review process at any time.

Skerton St Luke's CE Primary School's Accessibility plan has been written after analysis of pupil, parents and staff data and questionnaires and monitoring procedures that evaluate:

- Teaching, Learning and Assessment;
- The School Environment;
- Extended Learning Opportunities;
- Staff development and Recruitment;
- Partnerships with Families and the Wider Community;
- Links with other agencies or clubs.

By evaluating access of all members of the school community to these key aspects of Skerton St Luke's CE Primary School, we ensure that our Equality Duty- Equality of Opportunity is met in addition to that of the SEN and Disability Act 2001.

This plan outlines the commitment of the staff, pupils and governors of Skerton St Luke's CE school to ensure that all aspects of our school are accessible to all members of the school community.

The members of our school community include:

- Pupils,
 - Staff,
 - Parents/carers,
 - The governing body,
 - Multi-agency staff linked to the school,
 - Visitors to school,
 - Students on placement.
- School Mission and Aims • School Development Plan • Asset Management Plan • Health and Safety Policy • SEND Policy/ Report • Anti-bullying • Educational Visits Accessibility Plan 2018-20

Targets/Actions Curriculum Access	Personnel Responsible	Time Scale	Cost	Success criteria	Progress
<p>To monitor and further develop the role and effectiveness of support staff</p> <ul style="list-style-type: none"> Lesson observations to focus on use of TA (including intervention programmes) with individual feedback to both teachers and TAs. 	TAS / SENCO/ CT	Spring 2019	Supply CT time	Training identified through monitoring and PM reviews	
<p>To ensure that staff are confident in overcoming barriers to learning in their teaching practices.</p> <ul style="list-style-type: none"> To draw on specialist teacher expertise from other agencies to help meet children's specific medical, educational and extra curricular needs. 	SENCO	Summer 2019		Staff confidence and provision in this area improved.	
<p>To continue to maintain and raise standards in all curriculum areas</p> <ul style="list-style-type: none"> All teachers using models and imaging in teaching of Maths. 	Maths Co-ordinator	Summer 2019	INSET	Observations and book look to identify use of models and imaging.	
<p>To involve pupils in further enhancing the skills based curriculum</p> <ul style="list-style-type: none"> To plan cross-curricular topics encompassing theme days and visits/visitors which involve all pupils with disability. 	HT SENCO curriculum leaders	Summer 2019	Staff Meetings	Staff confident in meeting the needs of pupils with additional needs through cross curricular activities.	

Targets/Actions Curriculum Access	Personnel Responsible	Time Scale	Cost	Success criteria	Progress
<p>To further provide disabled pupils with access to all 'school' activities</p> <ul style="list-style-type: none"> Use of SENCO time to research 'best' practice in other settings to make appropriate provision for recreation; movement around the school, extra-curricular activities and school trips. 	Specialist teachers Staff	Reviewed termly	INSET Staff Meetings	All pupils able to access & participate in educational trips /activities.	

Targets/Actions Environment Access	Personnel Responsible	Time Scale	Cost	Success criteria	Progress
<p>Building developments to enhance the outside accessibility</p> <ul style="list-style-type: none"> To work with specialist teachers/providers to ensure the most appropriate specialist equipment and furniture is being used to improve access. 	SENCO	Spring 2019	Specialist Teachers	To overcome potential physical barriers to learning for individuals and groups of pupils.	
<p>Utilising the school environment to enhance learning and teaching</p> <ul style="list-style-type: none"> Working with the Subject leaders to continue to devise short, medium and long term plans to develop the outside area. To work with the PTA and other bodies on developing the outside environment. The staff will plan cross curricular activities utilising the outside environment for the benefit of all. 	Curriculum Leads FOSSL LP	Summer 2019		Curriculum Leaders make outdoor areas more accessible for all pupils to enhance the curriculum.	

Targets/Actions Information Access	Personnel responsible	Time scale	cost	Success criteria/ intended outcomes	Progress
To Improve the delivery of information to pupils with SEN <ul style="list-style-type: none"> To encourage pupils to communicate information to adults in the most appropriate way. SENCO to liaise with specialist teachers to provide efficient systems of communication through the provision of training and resources. 	SENCO Specialist teachers	Spring 2019		Children taking responsibility for passing of information where appropriate.	
To improve the delivery of information with parents of children with SEN. <ul style="list-style-type: none"> To set up a bank of readily available materials for parents/carers/pupils who need them. 	SENCO	Summer 2019		School will hold a central resource of readily available materials	