



## Nythe Primary School Accessibility Plan 2019 - 2022

Ratification Date: 27.3.19

Next Review Date: 27.3.20

(or earlier if deemed necessary)



Under the Equality Act 2010, schools should have an accessibility plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.'

According to the Equality Act 2010, a person has a disability if:

- a. He or she has a physical or mental impairment, and
- b. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Nythe Primary School is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude an individual pupil, or groups of pupils. We ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education and opportunities our school provides. We never treat a pupil with a disability less favourably than others because of the nature of his / her disability. We will make all reasonable adjustments to ensure that a pupil, parent or member of staff with disabilities is not placed at a disadvantage. We do our best to anticipate the needs of a pupil, a parent or staff member with disabilities before he / she joins the school. At Nythe, we are continually striving to improve the opportunities for all our pupils, including those with disabilities. This includes regular monitoring and review of the curriculum and the physical environment in which the children learn.

### **Current Provision**

- The school has strong relationships with the Advisory Teacher for Physical Disabilities, the ASC Service, the Advisory Teacher for Assistive Technology, speech therapists, occupational therapists and parents. Reports from all agencies are always shared all key adults so all are fully informed.
- There are two designated disabled parking bays. In addition, parents of children with disabilities that are not physical, can apply to the Governing Body for permission to drive into the school grounds at drop off / pick up times.
- All entrance doors are double width and accessible to wheelchairs.
- There is a disabled toilet with a frame and step in Corridor 1.

- The general entrance to corridor 1 has a ramp.
- The main pedestrian gate to the playground has been widened and has a hook so it can be secured open.
- A quiet space has been created for children to relax and calm down if they are anxious or upset.
- The vast majority of staff have received 'Team Teach' training so positive handling can be used if necessary, although this is always a last resort.
- Laptops, iPads, Alpha Smart computers and Talking Tins are available for individual interventions and to provide alternative methods of recording.
- Additional specific aids and resources such as wobble cushions / wedges, tangle toys, ear defenders, coloured overlays, pencil grips and writing slopes are in use by children throughout the school.
- SPARK interventions are ongoing for children with coordination and gross / fine motor control difficulties.
- End of key stage test arrangements are modified as necessary, according to the specific guidelines set out by the Standards & Testing Agency.
- Where pupils access swimming lessons, 1:1 support is provided where necessary.
- An Education Health and Care Plan and additional high needs funding is applied for, if it is deemed necessary, for individual children.
- All pupils with SEND have an individual provision map which is reviewed at least three times a year.

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

### **The Physical Environment**

We will endeavor to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- Access to the school
- Movement around the building
- Accommodation within the building
- Furniture
- Information and communication technology
- Signage

## **The Curriculum**

We use teaching strategies to enhance learning in a broad and balanced curriculum. We find ways in which all pupils can participate in all activities. We plan for our extra-curricular activities and trips in such a way that pupils with disabilities can participate. We use language that does not offend, and we make staff and pupils aware of the importance of language. We regularly review the way in which resources are matched to the needs of all pupils. Where necessary, adjustments are made to classroom organisation, the deployment of support staff, timetabling and staff training. Many of the adjustments we make are dependent upon individual needs. Individual support plans and provision maps are effective.

## **Staffing**

When recruiting staff, the Governing Body and Senior Leadership Team follow the necessary procedures and do not discriminate against people with disabilities. Should a member of staff become disabled, the Governing Body will endeavor to make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post. All staff are expected to take advantage of a continuous programme of professional development which may include medical training, manual handling, or training to enable delivery of specific interventions such as SPARK.

## **Health and Safety**

Staff follow the school procedures for the storage and administration of medicines to pupils. Personal health care plans are drawn up for children who require assistance with personal care. These are drawn up by the school nurse in conjunction with school staff and parents. The school has a number of trained first aiders, and the emergency services will be called if required.

## **Policy into Practice**

The Governing Body is responsible for the school's duty to ensure disability equality. The Head Teacher ensures that all members of staff are aware of their responsibilities to all pupils, without exception. All members of staff are fully committed to the policy of ensuring accessibility for pupils, parents or staff with disabilities. Parents are asked to keep the school informed about any relevant issues so that we can work towards resolving them.

The Head Teacher and SENDCo implement the school's accessibility plan on a day-to-day basis and ensure that all staff are aware of the details of the plan as it applies to them. The plan is published on the school website and a copy is available on request from the school office. The SENDCo reports to the Governors annually on matters regarding accessibility as part of the Annual SEND Report.

The plan will be reviewed at least every three years, or sooner if it is deemed necessary. The Plan should be read in conjunction with the following policies:

- Policy & Practices for SEND
- Health and Safety
- Equal Opportunities
- Behaviour
- School Improvement Plan

TARGETS	STRATEGIES	OUTCOME	TIMESCALES	PERSON RESPONSIBLE	ACHIEVED
<b>EQUALITY AND INCLUSION</b>					
To ensure that the Accessibility Plan becomes an annual agenda item at Governors' meetings.	Clerk to add to list for GB meeting in March / April.	Adherence to legislation.	Annually	Clerk / Chair of Governors	
To continue to develop staff awareness of disability issues.	Review staff training needs. Provide training as appropriate. Continue to work in close partnership with advisory teachers and health professionals	Whole school community is aware of issues.	Ongoing	Head Teacher / SENDCo	
Recruitment of staff is fair and does not discriminate.	When recruiting staff, the Governing Body and Senior Leadership Team follow the necessary procedures and do not discriminate against people with disabilities.	People with disabilities are welcome to apply for jobs and are able to state that they have been treated equally, regardless of outcome.	Ongoing	Governors / Senior Leadership Team	

TARGETS	STRATEGIES	OUTCOME	TIMESCALES	PERSON RESPONSIBLE	ACHIEVED
<b>PHYSICAL ENVIRONMENT</b>					
Ensure the approach to the school entrance is safe	Replace / re-lay paving stones at the front and side of the school building Install dropped kerbs to pedestrian entrance to site.	Access to the site will be easier and safer	Autumn 2019	School Business Manager	
Ensure all disabled pupils are safely evacuated in the event of an emergency.	Put in place Personal Emergency Evacuation Plans for identified pupils.	All disabled pupils, and staff working with them, are safe in the event of an emergency.	As required	SENDCo	
Ensure that access to site and school buildings meet pupils' needs	Accessibility and clarity of signs around the school. Clear identification of room functions using pictures to ensure clarity.	Access to school buildings and site is improved.	Ongoing	Head Teacher / Staff	
All children can sit at the school dining tables to eat lunch.	Purchase some more lower dining tables.	All children, including those with physical disabilities, can eat comfortable and safely with their peers.	Spring 2020	School Business Manager	

## CURRICULUM

To continue to train staff to enable them to meet the needs of children with a range of SEND.	To review the needs of children and provide / source training as required. Fortnightly TA meetings allow for dissemination of training to all TAs.	TAs enable all pupils to access the curriculum.	Ongoing	SENDCo	
To ensure all children are able to access extra-curricular activities e.g. clubs and trips.	Risk assessments make particular reference to pupils with disabilities. 1:1 support, and any adaptations, provided for trips as necessary.	All providers comply with legislation to ensure that the needs of all pupils are met.	Ongoing	Head Teacher	
To meet the needs of individual pupils during statutory tests.	Children will be assessed, in accordance with regular classroom practice, and additional time, use of reader / scribe / rest breaks / separate room / prompts, will be applied for as necessary.	Barriers to learning will be removed, allowing pupils to achieve their full potential.	Annually	Y2 and Y6 class teachers / SENDCo	
Ensure all staff are aware of, and use, SEND resources and equipment.	Additional specific aids and resources such as wobble cushions / wedges, tangle toys, ear defenders, pencil grips and writing slopes are in use by children throughout the school.	All pupils are able to access the curriculum and fulfill their potential.	As needed / Ongoing	SENDCo	
Ensure access to computer technology appropriate for pupils with disabilities.	Referral to the Assistive Technology Service for advice, support and training.	All pupils are able to access the curriculum and fulfill their potential.	As needed / Ongoing	SENDCo	

TARGETS	STRATEGIES	OUTCOME	TIMESCALES	PERSON RESPONSIBLE	ACHIEVED
Increase confidence of all staff in meeting the needs of pupils with SEND.	Support for teachers with reviewing / writing individual support plans. Increased CPD opportunities for support staff.	Raised staff confidence in strategies for meeting individual needs of pupils.	ISP Clinics 6 times a year	SENDCo	Ongoing CPD Regular TA meetings See SEND CPD Record for full details.
Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national / local events such as Paralympics, Deaf Awareness and Learning Disability Week. Promote visits from disability groups / people with disabilities and medical conditions such as diabetes.	Pupils demonstrate that they understand and have a positive attitude towards disability.	Annual calendar of events.	Head Teacher / All staff	
Ensure pupils with physical disabilities can be as independent as possible.	Use of a wheeled chair which can be moved around the room and to other areas within the school.	Independence is maintained.	Ongoing	Occupational Therapist / SENDCo / Class Teacher / 1:1 TAs	

TARGETS	STRATEGIES	OUTCOME	TIMESCALES	PERSON RESPONSIBLE	ACHIEVED
<b>WRITTEN / OTHER INFORMATION</b>					
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary. Support given with filling in forms etc.	All parents and other members of the school community can access information. Parents are able to provide necessary information to the school / outside agencies.	As needed.	School Business Manager / Admin Assistant / Parent Support Advisor LSM SENDCo	Parents are given support as required (e.g. completion of school transfer forms)
Ensure all staff are aware of guidance on accessible formats.	Staff are given guidance on dyslexia and accessible information. Consider use of pastel or cream paper for all worksheets etc. Staff use pastel or cream backgrounds on interactive white boards.	Staff produce / display 'dyslexia friendly' information.	Ongoing	SENDCo All staff	
Ensure all staff (including supply staff) have access to information regarding children's specific needs ( Applicable to pupils with 1:1 adult support)	Develop child friendly one page profiles. Individual provision maps provide all the information for children on the SEND register. Create an overview sheet to be shared with all supply teachers with basic information and photos of children with high / complex needs	All staff (including supply staff) are fully aware of needs and provision is consistent.	One-page profiles updated at least once a year and reviewed / shared at annual review meeting. IPMs reviewed, updated and shared with parents at least 3 times a year Overview sheet to be in place by end March 2019	SENDCo	