



Sherdley Primary School – Accessibility Plan 2020-2022

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 have to carry out accessibility planning for disabled pupils. 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

Attached is a set of action plans showing how the school will address the priorities identified in the plan. We recognise the need to provide adequate resources for implementing the action plans and will review them annually.

Definition of Disability:

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.'

The definition of disability under the law is a wide one. 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, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.



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The school recognises its duty under the DDA (as amended by the SENDA):

- 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 purpose and direction of the school's plan: vision and values

At Sherdley Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Sherdley Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Pupil with disabilities are fully included in the life of the school. They participate fully in the curriculum and are fully involved in school visits. They access all areas of the school building. They attend a range of after school clubs.

Information from pupil data

In order to prepare for pupils' needs we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in Pre-school or join us later in their school life. We meet with parents, either in school or in the home, as well as liaising with other schools / settings, and with other professionals.

We currently have children with the following:

- asthma
- eczema
- physical impairment
- congenital heart problem
- epilepsy
- complex learning difficulties
- ADHD
- ASD
- Allergies
- Hearing Impairment



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This list is not exhaustive and can change as new children join us or develop any conditions which would mean that we had to make reasonable adjustments.

Views of those consulted during the development of the plan

For those children who either have an IEP or Pen Portrait we meet parents formally each term to discuss the progress of children academically and socially. No issues have been raised during recent consultations.

Annually, we meet parents of children with Care Plans to review the Care Plan and the associated support. We review and refine our practice accordingly.



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STRAND 1: Access to the curriculum

Action	Team(s)/Individual Responsible	Timescale	Monitoring	Outcomes
<p>Make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities.</p> <p>Review individual disabilities within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate.</p>	<p>Class teachers</p>	<p>July each year, in preparation for new classes</p>	<p>SENCO through review of provision.</p>	<p>Children with disabilities are able to participate fully in all aspects of the curriculum.</p>
<p>Ensure appropriate specialist equipment is available to support children with disabilities.</p> <p>Review EHCP plans (if necessary) and reports from professionals to check what is needed.</p>	<p>SENDCO</p>	<p>Ongoing review annually</p>	<p>SENDCO through review of provision.</p>	<p>Children with disabilities are well supported.</p>



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<p>When planning the National Curriculum ensure that consideration is given to children with disabilities.</p> <p>Review Learning Contexts, literacy and numeracy (planning and activities).</p>	<p>Key Stage Leaders Subject Co-ordinators SENCO</p>	<p>Ongoing review annually</p>	<p>Self-evaluation activities, such as planning and work scrutiny, lesson observations, pupil interviews, by SLT and subject leaders</p>	<p>Disabled learners learn effectively and make good progress in all curriculum areas.</p>
<p>When reviewing curriculum resources consider the needs of disabled learners to ensure accessibility to the curriculum.</p>	<p>Subject Co-ordinators SENDCO</p>	<p>Annually, and as and when needed</p>	<p>SLT through self-evaluation activities.</p>	<p>Class teacher have appropriate resources to meet the learning needs of disabled learners and, as a result, disabled learners make good progress.</p>
<p>Adapt teaching and learning styles to improve teaching and learning for learners with disabilities.</p>	<p>Class teachers</p>	<p>Ongoing support from SENDCO</p>	<p>SLT through self-evaluation activities.</p>	<p>All staff know and implement effective teaching and learning strategies for learners with disabilities, as a result learners with disabilities make good</p>
<p>When planning educational visits and experiences ensure that the needs of children with disabilities are taken into account.</p>	<p>Visit leaders</p>	<p>Ongoing</p>	<p>Educational visits Leader through review of visits / experiences.</p>	<p>Children with disabilities access a range of educational visits and experiences.</p>
<p>Ensure that staff are appropriately trained in meeting the needs of children with disabilities</p>	<p>SENDCO</p>	<p>Ongoing, as and when needed</p>	<p>SENDCO / Headteacher</p>	<p>Staff are confident in supporting children with disabilities.</p> <p>The learning, social and medical needs of children with disabilities are met.</p>



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STRAND 2: Physical environment

Action	Team(s)/Individual Responsible	Timescale/Cost	Monitoring	Outcomes
<p>Review the physical environment to ensure the needs of specific children with disabilities are met.</p> <p>Review EHCP plans and reports from professionals to check what is needed.</p>	Headteacher, SENDCO, SBM	<p>Devolved capital</p> <p>Buildings and maintenance budget - allocated each April</p>	SEN governor through review of provision for children with disabilities and Head	Provision is made to ensure that children with disabilities are able to access all aspects of learning and recreation and participate fully in school life.
Review all teaching areas to ensure they are appropriate for learners with disabilities.	Key Stage Leads, SENDCO	Annually in July in preparation for new classes	Headteacher	Learners with disabilities achieve well.
Review all recreation areas to ensure they are appropriate for learners with disabilities/ learning difficulties	SENDCO	Annually in July in preparation for new school year.	Headteacher	Learners with disabilities and learning difficulties access recreation areas and are happy to do so.
<p>Ensure appropriate specialist furniture is available to support children with disabilities.</p> <p>Review EHCP plans and reports from professionals check what is needed.</p>	SENDCO / SBM	budget – allocated each April	Headteacher	Children with disabilities are well supported.
When refurbishments/remodeling are being considered ensure that DDA compliance and suitability is taken into account.	SBM / Headteacher	As budget allows	Headteacher	Any building improvements suits the range of abilities that are likely to access the environment



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STRAND 3: Access to written information

Action	Team(s) / Individual Responsible	Timescale/ Cost	Monitoring	Outcomes
<p>Review of marking policy and assessment policy.</p> <p>When reviewing marking and assessment policy consideration to be given to the needs of disabled learners and practice adapted accordingly.</p>	<p>Assessment Leader (DHT) and SENDCO</p>	<p>Annually</p>	<p>SLT through review of policy and through work scrutiny</p>	<p>Disabled learners have a clear understanding about how well they are doing and how they can improve their work.</p>
<p>Review of homework policy.</p> <p>When reviewing homework policy consideration to be given to the needs of disabled learners and homework activities amended accordingly</p>	<p>Deputy Headteacher</p>	<p>Annually - summer term</p>	<p>SLT though review of policy and review of homework activities</p>	<p>Disabled learners' complete homework which is appropriate to their needs and accessible.</p>
<p>Information displayed around school e.g. signs, notices, displays, instructions</p> <p>As information is changed, consider the needs of disabled learners and ensure signage is appropriate for them</p>	<p>All staff, led by Team Leaders</p>	<p>Ongoing</p>	<p>Discussion with disabled learners about displayed information by SENCO.</p>	<p>Disabled learners can access information which is displayed and make effective use of it.</p>



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Visual timetables Where appropriate and necessary classrooms make use of visual timetables to support learners with disabilities	All staff led by Team Leaders	Ongoing	SENDCO.	Disabled learners know and understand what they will be doing each day.
Ensure that appropriate books are available for children with disabilities.	SENDCO / English Leader	Ongoing	SLT through review of self-evaluation activities	Children with disabilities have access to a range of appropriate written resources which meet their specific needs.