

# Broxbourne CE Primary School and Extended Schools

## Accessibility Plan 2016-2019

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. These specific duties have been replicated by the Equality Act 2010 (see Broxbourne CE Primary School and Extended School Equality Scheme 2016-2019). 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 our school to provide optimum access to education for disabled pupils in the three areas required by the planning duties in the DDA/Equality Act 2010:

- optimising the extent to which disabled pupils can participate in the school curriculum;
- adapting the environment of the school as required to meet the needs of disabled pupils;
- 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. Action Plans are detailed in Broxbourne CE Primary School and Extended School Equality Scheme 2016 – 2019.

### 1. Purpose and Direction of the plan:

#### a) Vision and Values

Broxbourne CE Primary School Vision and Values, the Policies on Equality and Diversity, Special Educational Needs and Inclusion have guided the preparation of the Accessibility Plan.

The aim of the Accessibility Plan is to work, year by year, on activities that improve the school premises and services to meet and match the statements

in these documents. It is also the aim of The Accessibility Plan to plan initial and refresher training for staff to ensure that their activities meet and match statements in the above documents.

It is the duty of the SLT and Governors to monitor the successful implementation of the Accessibility Plan.

#### b) School data and pupil data

Raiseonline unvalidated data in October 2016 states that there is one pupil with an Education and Health Care Plan; the percentage of pupils supported at SEN Support (SEN Code of Practice, 2014) is 3.7%. Children with medical conditions are made known to staff. Senior Leaders are aware of staff with disabilities and/or medical conditions.

Members of the school staff are trained to support pupils with identifiable needs and adapt the learning environment to include all pupils. If offsite activities are planned extra members of staff are requisitioned to enable access.

The physical environment of the school limits access for pupils with physical needs (wheel chair bound) due to the awkwardness of the 1930s building. When any additions or alterations to the building are planned, the school complies with the DDA and provides the necessary access and facilities (eg toilet facilities and wheelchair ramps).

Attendance is monitored by teaching staff, the SLT and our governor in charge of attendance. Exclusions are reported to the Governing Body on a termly basis.

#### c) Views of those consulted during the development of the plan.

Questionnaires were distributed to parents and carers in September 2015. The results of this concluded that there is a high level of awareness of disability needs.

This plan has also been informed by the views and aspirations of all pupils, including Kingfisher Council representatives.

## 2. The main priorities in the School's plan

### a) Increasing the extent to which disabled pupils can participate in the school curriculum

Curriculum development work focuses on priority areas as set out in the School Improvement Plan (SIP). SIP 2016-2017 includes raising the profile of the Equality Act within Priority 4, Distinctive Christian Character.

Reasonable adjustments to the curriculum for pupils with Special Educational Needs draw on the expertise of external partners such as speech and language therapists and educational psychologists. The INCo works closely with local clusters and networks to access different methodology for assessing. Support through these networks includes pedagogy and in some cases finance. ICT is often used to make reasonable adjustments to the curriculum.

Risk Assessments are conducted for individual pupils with protected characteristics to ensure access to all aspects of School life.

In addition, access arrangements include: use of readers; amanuensis; laptops; additional time; and rest breaks. These arrangements are also available for use during public examinations, ie SATs.

We have high expectations of all our pupils regardless of whether they have a learning disability or difficulty. Planning shows differentiation where appropriate and close monitoring of assessment analyses the progress of different groups.

We have a strong team of learning support, some allocated to support classes, others explicitly linked to raising the attainment and achievement with groups and some delivering individual programmes or working in class on a 1-1 basis. Teaching Assistants are trained in specific areas of support and deliver interventions as part of a timetabled Intervention Programme. The impact of the provision is assessed in accordance with the SEN Code of Practice, 2014 "Assess, Plan, Do, Review" approach.

Some TAs focus specifically on social and emotional aspects of learning, especially with pupils with ASD or pupils who need support after a bereavement or family breakdown. For example, mentoring/counselling, nurture group; use of emotional '1-5 scale'; visual timetables; all of which assist in supporting pupils, particularly at points of transition in the school day.

The Headteacher and SLT has a clear vision of expectations from both members of staff and pupils. Developments in procedures and practices are articulated initially through the SLT and Governing Body and then disseminated to all staff. The INCo works very closely with class teachers and TAs to assess needs and then access the most appropriate external support and specialist advice.

The school ensures that all pupils have the same opportunities in the extended school's curriculum.

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

Improvements to the physical environment have been made when other building works were undertaken. All building improvements are disability impact assessed.

c) Improving the delivery of information that is provided in writing for pupils who are disabled:

Pupils' needs are assessed when identifying the appropriate format and delivery of information.

Pupils with ASD are provided with pictorial information such as visual timetables and lists.

Where appropriate, pupils with learning difficulties receive a differentiated/personalised curriculum. Writing frames are provided when pupils have poor organisational skills. Practical equipment may be used to support learning in English (phoneme frames) or maths (mathematical apparatus).

Visually impaired pupils can choose to access larger print. Pupils are able to practise using modified SATs papers. Coloured overlays and adaptations to background colour on paper and interactive white boards and iPads can be used to support pupils with dyslexic tendencies and visual impairment.

Pupils with dyspraxic tendencies may use a writing slope and or posture cushion and may also choose to work with an amanuensis.

### 3. Making it happen

a) Management, co-ordination and implementation

The Governing Body takes responsibility for the School's Accessibility Plan and sets a clear direction for it. It will be reviewed on an annual basis in line with the School Improvement Plan and Buildings Development Plan. All members of staff and governors will play an active role in its development. Governors will evidence their monitoring through Governing Body Minutes.

The Accessibility Plan is intrinsically linked to the School Equality Scheme. Through the School's assessment procedures the teachers track vulnerable

groups and those with identified characteristics as identified in the Broxbourne CE Primary School Equality Scheme and identify interventions for children in receipt of Pupil Premium Grant and other children working below age-related expectations. The impact of interventions is measured and access to the curriculum is adjusted accordingly.

Links can be made to the following policies and procedures:

- SEND policy
- Quality SEND Offer and SEND Information Report
- School Equality Scheme
- Curriculum policies
- Promoting Positive Behaviour Policy
- School Improvement Plan
- Buildings Development Plan
- Asset Management Plan
- Professional development through CPD and Performance Management
- SFVS

The Headteacher is responsible for the management of the Plan.

The School will co-ordinate with other services and external agencies when appropriate.

The Governing Body will be responsible for the implementation and resourcing of the Plan.

The timescales, anticipated outcomes and review mechanisms follow a similar format to the School Improvement Plan and will be monitored alongside.

The School makes its Accessibility Plan available to all of the school community on the School Website.

Paul Miller  
Headteacher

Signed: *J. Wright* Date: 24.4.17

Chair of Governors *J. King* 24.4.17