

Moortown Primary School

School Accessibility:

Policy and plan 2014-2017

Policy updated: February 2015

Co-ordinator responsible: David Roundtree (Headteacher), Clare Weekes

(Deputy Headteacher and Inclusion Manager, incorporating the role of SENCo, Special Educational Needs Co-ordinator)

Review: September 2017



Introduction

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 SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. 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 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. Below is a set of action plans showing how the school will address the priorities identified in the plan.

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

The aim of this policy is to set out the commitment of the Governing Body of Moortown Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. Moortown Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents. Provision determined in Statements of Educational Need is made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

The aims and values of our school are inclusive, they reflect and inform our ethos (see: Visual Ethos Statement) and are embedded in the life of the school community.

Moortown Primary School has high ambitions for all its pupils; we expect pupils with disability to participate and achieve in every aspect of school life. As such, we are committed to:

- ☒ setting suitable learning challenges
- ☒ responding to pupils diverse needs
- ☒ overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Moortown Primary promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give 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. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

Context

Moortown Primary School was built in the late 1800s. It consists of two late Victorian buildings and one pre-fab unit. Access to the school building is varied (steps, ramps and level access) and most corridor and cloakroom areas are narrow. Stairs lead up to the library and to the staff room (the latter is sometimes also used by children). There is one easy-access toilet, located in the front building. Classrooms are small and cannot easily accommodate additional physical resources to support a child with specific needs. As a result, we aim to meet individual pupils' needs on an individual basis.

As a school we have an excellent record with regard to making reasonable adjustments for such children. This includes actions to address physical impairments (eg annual training on anaphylaxis) and learning impairments (eg Catch Up intervention).

Further, we have a long history of teaching pupils with a wide range of Special Educational Needs and, without exception, disabled pupils have been fully included in all aspects of school life. The progress of disabled pupils is vigorously tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Where necessary, adaptations are made to the curriculum and equipment available to ensure full access. There is full access to all parts of the physical environment for pupils. Adaptations can be made to timings, playtimes, lunchtimes, school trips, after-school clubs etc to meet the needs of children with specific needs. Considerable emphasis is placed on the use of positive role models and images of disabled people within the school. 'P' level data for pupils with Statements of Special Educational Needs is submitted to the Local Authority (LA) annually so that comparisons with similar pupil groups can be made.

Attendance of all disabled pupils is exemplary and where issues of illness are a particular feature of their disability the necessary adaptations to the school day are made.

Information from pupil data and school audit

The Disability Discrimination Act definition (see: Introduction, above) is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy, asthma, arthritis and cancer. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

Like most schools, we have children of all backgrounds, needs and abilities. In February 2013, this included 14% of pupils with specific, on-going impairments, including:

- ☒ asthma
- ☒ autistic spectrum
- ☒ allergies
- ☒ physical disability
- ☒ epilepsy

At present we have no wheelchair dependent pupils, parents or members of staff.

Views of those consulted during the development of the plan

Articles 12 and 13 UN Convention of the Rights of the Child:

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters effecting them.

At Moortown Primary, we fully acknowledge and respect this principle. As a result, the following plan has been written following consultation with pupils, staff and governors and takes into account their views and aspirations. Further, we collect information from Early Years settings, so that we are prepared for children when they arrive in school, and liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Action plan 2012-2017

The following pages contain our planned actions around three broad aims. Notes in *italics* are on-going actions, included here for information to parents / carers, and to act as prompts in the review process for staff and governors.

Action plan 2012-2017

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after-school clubs, leisure and cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Teachers at Moortown Primary plan and deliver outstanding lessons. Teachers' planning is highly differentiated to take account of the individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

Each year school leaders develop action plans as part of the overall School Development Plan which address areas which can be improved even more; copies of these are available on request.

It is the role of the Special Educational Needs Co-ordinator (SENCo; Mrs Weekes) to line manage and deploy Teaching Assistants. She co-ordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and wider school context. The SENCo also coordinates advice given by outside agencies and ensures its full implementation.

Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

target	actions	timescale	responsibility	success criteria
<i>Ensure all monitoring and actions are scrutinised and challenged by Governing Body</i>	<i>To evaluate and review this plan and the attainment and progress of all pupils</i>	<i>Termly, with full review and update in Autumn term annually</i>	<i>Headteacher SENCo Governing Body, particularly SEN Governor and Teaching, Learning and Curriculum sub-committee</i>	<i>Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website</i>
<i>Identification of pupils who may need additional / different provision</i>	<i>Liaise with nursery providers to review potential intakes</i>	<i>Annual</i>	<i>EYFS teacher in the first instance</i>	<i>Necessary procedures / equipment / ideas in place by September</i>
<i>Increased skills and confidence of all staff in differentiating the curriculum</i>	<i>Be aware of staff training needs and assign CPD accordingly</i>	<i>On-going and as required</i>	<i>Headteacher SENCo</i>	<i>Lesson observations demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation</i>
<i>Use ICT software to support learning</i>	<i>Make sure software installed where needed</i>	<i>On-going and as required</i>	<i>SENCo</i>	<i>Wider use of SEN resources to support learning</i>
<i>Compliance with the Equality Act 2010</i>	<i>Review all statutory policies to ensure that they reflect inclusive practice and procedure</i>	<i>On-going</i>	<i>Headteacher Governing Body</i>	<i>No policy conflicts with principles of equality of opportunities for all</i>
<i>Collaboration and sharing between school and families</i>	<i>Maintain close liaison with parents.</i>	<i>On-going</i>	<i>Headteacher Teachers Teaching Assistants</i>	<i>Clear, collaborative working approach</i>

<i>Collaboration between all key personnel</i>	<i>Maintain close liaison with outside agencies for pupils with on-going health needs eg children with severe asthma, epilepsy or mobility issues</i>	<i>On-going</i>	<i>Headteacher Teachers Teaching Assistants Outside agencies</i>	<i>Clear, collaborative working approach</i>
<i>Raise attainment and narrow any gaps in attainment that may exist</i>	<i>Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents</i>	<i>Termly</i>	<i>Headteacher SENCo Teachers Parents</i>	<i>Progress made towards IEP targets Assessment shows clear steps and progress made</i>
<i>Raise attainment and narrow any gaps in attainment that may exist</i>	<i>Monitor attainment of all higher attaining / gifted and talented pupils during pupil progress meetings and regular liaison with parents</i>	<i>Termly</i>	<i>Headteacher SENCo Teachers Parents</i>	<i>Assessment shows clear steps and progress made, ultimately towards Level 3 at end of Key Stage 1 and Level 5 and 6 at end of Key Stage 2</i>
<i>Opportunities for children to see positive role models with disabilities</i>	<i>Visitors into school, particularly during themed weeks Continued purchase of materials which portray positive images of people with disabilities: consider in particular resources for refurbished KS1 shared area</i>	<i>On-going</i>	<i>School Leaders Teachers</i>	<i>Resources are easily visible Planning shows consideration of possible visitors to school Positive attitudes towards those with disabilities and towards principles of inclusion</i>
<i>Review PE curriculum to ensure PE accessible to all</i>	<i>Teachers co-teach with sports coach</i>	<i>from September 2013, as required</i>	<i>Health Leader Sports Coach (Mr Catherall)</i>	<i>All to have access to PE and be able to excel</i>
<i>Opportunities for children to see positive role models with disabilities, and creative ways to adapt sports to meet different needs</i>	<i>Work with Roundhay School for one-off sports events for those with disabilities</i>	<i>from January 2014, whenever available</i>	<i>Health Leader Sports Coach (Mr Catherall)</i>	<i>Positive attitudes towards those with disabilities and towards principles of inclusion</i>
<i>Young leaders show awareness of inclusion principles</i>	<i>Sports coach coordinates training and provides support</i>	<i>From Spring 2014</i>	<i>Sports Coach (Mr Catherall)</i>	<i>Pupil interview in which awareness and positive attitudes are demonstrated</i>
<i>Pupils, staff and parents / carers are aware of consequences in the event of negative disability-related language</i>	<i>Revision of Relationships Management Policy to include reference to negative disability-related language</i>	<i>September 2014</i>	<i>Headteacher Health Leader School Council</i>	<i>Revised policy is approved by governors</i>
<i>Raised awareness of disability issues, including harassment</i>	<i>Develop new curriculum, including whole-school themes around humans and PSHE, with this in mind</i>	<i>From Spring 2014</i>	<i>Headteacher Enrichment Leader Health Leader</i>	<i>New curriculum in place Long term planning and topic plans</i>

Raise attainment and narrow any gaps in attainment that may exist	Buy services of additional speech and language therapy	September 2014	Headteacher SENCo	Assessment shows clear steps and progress made Support staff report increased confidence and skills in supporting pupils
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Action plan 2012-2017

Aim 2: To improve access to the physical environment

Moortown Primary provision overall is outstanding (Ofsted, 2011), despite considerable restraints with regard the physical environment.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Our self-review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's needs are known.

Building work in the past decade has ensured that the school is partially accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

target	actions	timescale	responsibility	success criteria
<i>Ensure all monitoring and actions are scrutinised and challenged by Governing Body</i>	<i>To evaluate and review this plan and the attainment and progress of all pupils</i>	<i>Termly, with full review and update in Autumn term annually</i>	<i>Headteacher SENCo Governing Body, particularly Health and Safety Governor and Resources sub-committee</i>	<i>Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website</i>
<i>Physical environment of school remains attractive and engaging for all</i>	<i>The school will take account the needs of pupils, staff 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, and colour schemes, and more accessible facilities and fittings.</i>	<i>On-going</i>	<i>Senior Leaders School Resources Manager</i>	<i>Enabling needs to be met where possible</i>
<i>Visually stimulating environment for all children</i>	<i>Colourful, lively displays in classrooms, with greater focus on practical / kinaesthetic learning</i>	<i>On-going</i>	<i>Teachers Teaching Assistants</i>	<i>Monitoring shows all aspects are at least good, with few essential actions: learning environment walks physical environment checks</i>

<i>Awareness of access needs of pupils, staff, governors, parent / carers and visitors with disabilities</i>	<i>Create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors' and parents' access needs and meet as appropriate Through questions and discussions, find out the access needs of parents / carers Consider access needs during recruitment process</i>	<i>As required Induction and on-going if required Admissions form for new parents / carers Recruitment process</i>	<i>Senior Leaders School Resources Manager</i>	<i>Needs are met</i>
<i>Pupils with medical needs are fully supported</i>	<i>Provide training in use of Epi-Pen (for all); administering medicines (for qualified first aiders)</i>	<i>Annual</i>	<i>School Resources Manager</i>	<i>100% of employees receive the training</i>
<i>Roads and paths around school are as safe as possible</i>	<i>Communication with parents via safety messages / letters / walk to school week Bikeability for Year 5 children</i>	<i>On-going</i>	<i>Senior Leaders School Resources Manager Health and Safety Governor Health Leader</i>	<i>No accidents</i>
<i>Maintain accreditation of Enhanced Healthy Schools award</i>	<i>Continue to work towards agreed targets</i>	<i>On-going</i>	<i>Health Leader</i>	<i>Achievement of award</i>
<i>All pupils with mobility issues can be safely evacuated</i>	<i>All personal emergency evacuation plans (PEEPs) are in place and up-to-date, and that staff (including new staff) are aware</i>	<i>On-going</i>	<i>Inclusion Leader</i>	<i>In-place Successful fire drills</i>
<i>Layout of school allows access for all pupils to all areas: consider in relation to toilet refurbishment (see below)</i>	<i>Consider needs of disabled pupils, parents / carers or visitors when considering any redesign</i>	<i>As required</i>	<i>School Resources Manager Headteacher</i>	<i>Work carried out meets criteria set out by any experts consulted</i>
<i>Ensure refurbishment of toilets comply with legislation and / or guidance</i>	<i>Following consultation with outside agencies / experts (including Julie Lewis, Complex Needs Advisor), School Resources Manager advises school leaders during decision-making regarding contracting and spec of refurbishment</i>	<i>Summer holiday, 2014</i>	<i>School Resources Manager Headteacher</i>	<i>Work carried out meets criteria set out by any experts consulted</i>

All with mobility issues can be safely evacuated	Update the Fire Management Policy to ensure adequate strategy for assisting pupils / visitors and staff who have disabilities to evacuate	2014-15	School Resources Manager	In-place Successful fire drills
Pupils with medical needs are fully supported	Review Managing Medicines Policy	2014-15	School Resources Manager School Nurse Headteacher	Reviewed policy is approved and in place
Improve accessibility and health and safety of Y3/4 cloakroom	Replace old, ineffective coat pegs, and consider fitting of a shelf above	Summer 2014	School Resources Manager Staff and pupils in Y3,4	Work carried out Positive feedback from pupils
Improved access for visually impaired people	Paint yellow strip marks on step edges around school	2015-16	School Resources Manager	Work carried out
Consider wider physical environment in which teaching and learning takes place	Investigate other venues to confirm that physical access is suitable; include Scott Hall pool (swimming) and Allerton Grange High School gym	2014-15	Educational Visits Coordinator School Resources Manager	Written confirmation or inspection of the venue
All educational visits to be accessible to all	Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness Consider costs of coach with easier access	As required	Educational Visits Coordinator Headteacher School Resources Manager	EVOLVE form and risk assessments all completed All pupils in school able to access all educational visits and take part in a range of activities
Toilets accessible for all users	Fit handrails to toilets in Y5,6	Summer 2015, or sooner if required	School Resources Manager	Work completed
Informed decisions are made with regard accessibility	Health and safety audits are carried out with additional consideration of accessibility	Termly, from Spring 2014	School Resources Manager Health and Safety Governor	Audits begin to inform future Accessibility Policy and Plans
Informed decisions and challenge are made with regard accessibility	Governing body list awareness of accessibility / Disability Discrimination Act 1995 (DDA) and health and safety as desired characteristics for new governors	From Spring 2014	Headteacher Chair of Governors	Resources sub-committee begins to challenge and support around disability

Action plan 2012-2017

Aim 3: To improve communication between school and pupils, parents / carers

We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language; symbols on work; pre-printed / pictorial explanation of work.

We want to include actions to engage even more some of our parents / carers. Currently, we share information with parents / carers in ways including letters and newsletters, website, micro-blogging sites (eg Twitter).

In planning to make written information better available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need.

target	actions	timescale	responsibility	success criteria
<i>Ensure all monitoring and actions are scrutinised and challenged by Governing Body</i>	<i>To evaluate and review this plan and the attainment and progress of all pupils</i>	<i>Termly, with full review and update in Autumn term annually</i>	<i>Headteacher SENCo Governing Body, particularly SEN Governor and Teaching, Learning and Curriculum and Pupil Support sub-committees</i>	<i>Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website</i>
<i>All pupils feel confident to fully disclose information with regard to their disabilities</i>	<i>Ensure that all pupils, staff and parents are assured of confidentiality when disclosing information and know disclosures will be handled sensitively – do so via circle times, assemblies; in addition: within new curriculum (eg whole school themed weeks)</i>	From Spring 2014	Headteacher Enrichment Leader Health Leader	Positive feedback from pupils Lesson observations New curriculum in place Long term planning and topic plans
Pupils: All pupils (and staff) are fully aware of the definition of disability and examples	Develop new curriculum, including whole-school themes around humans and PSHE, with this in mind	From September 2014, and Community Week 2015	Headteacher Enrichment Leader Health Leader	Pupil interviews New curriculum in place Long term planning and topic plans Community Week plans
Pupils: annual reviews of children with SEN are as accessible as possible	Review how child-friendly Individual Education Plans are	2014-15	SENCo	Revised processes in place Positive user feedback
Parents: engage more parents / carers in school life	Trial: open morning where parents / carers can observe teaching and learning in two classes	Spring, 2014 and possibly on-going thereafter	Senior Leaders	At least 10% attendance

Parents: improve accessibility of communications in forms other than written	Trial: coffee morning to act as informal chance to raise issues / ask questions to staff	Spring, 2014 and possibly ongoing thereafter	Deputy Headteacher Learning Mentor Teaching Assistant who can communicate newsletters and key events / issues in other languages	At least 10% attendance
Parents: engage more parents / carers in school life improve accessibility of communications in forms other than written	Trial: introduce a slot each week for parents / carers to access the internet, with particular encouragement to read school website	Autumn 2014	Enrichment Leader	At least 5% attendance
Parents: gather information about new parents and accessibility needs	Amend admissions form to include question about accessibility needs of parents / carers	Autumn 2014	Headteacher School Resources Manager	Completed forms
Both: website is accessible to those who are visually impaired or who have difficulty in reading English	Seek confirmation that school website is suitable; seek views of those with English as an additional language on effectiveness of Google Translate feature	Spring 2014	Headteacher	Written confirmation
Both: website is reviewed and a new website is investigated	Comparison of school websites and benchmarking exercise of website development	Spring 2017	Headteacher	Decision with regard to new website is made following completed benchmarking exercise