



Riston Church of England Primary School Accessibility Plan

Date Policy Formally Agreed By Governors: Nov 2016

Next Review Date: November 2019

Person Responsible for Implementation and Monitoring: Headteacher

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

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."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- 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.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

1. The school recognises and values 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;

2. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges

- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

[This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).]

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

At Riston C of E Primary School we nurture the unique, individual potential of every child. As a family, together with God, we love, learn and grow.

Our Mission

Educating for Love, Trust and Friendship

1. We live by our core values.
2. We value and love all God's children.
3. We trust one another and show truthfulness.

Educating for Wisdom, Knowledge and Skills

1. Everyone has the right to love learning.
2. Success will be celebrated and shared.
3. Opportunities to explore and learn will be embraced by all.

Educating for Hope and Aspiration

1. We will give hope to our school, church and global community.
2. We will always aspire for greatness and will support each other to achieve.
3. Children will grow through learning not blame.

Educating for Community and Living Well Together

1. All will be welcomed and can share in our values.
2. Together with our church and local community we will make a difference to others.
3. We will show leadership in our community.

1B: Information from pupil data and school audit

The school currently makes adaptations for pupils with EHC plans and statements to enable them to access the school and / or curriculum.

Adaptations made may be concerned with physical coordination, communication (verbal), hearing, speech and perception of risk or danger. This includes adaptations to the curriculum as some pupils have underlying conditions which impact on learning.

The school has Basic Skills Quality Mark (6), recognition in most recent Ofsted report (Nov 2014)

"Pupils with special educational needs, and the very small proportion of pupils from minority ethnic heritages, also make similar progress to their peers. This is because everyone in the school is highly committed to removing any barriers to learning for all pupils. This shows the school's pledge to equality of opportunity for all."

1C: Views of those consulted during the development of the plan

In developing this accessibility plan we have consulted with pupils (past and present), staff, parents and governors, some of whom represented the wider community. Most parents agree that the school is very inclusive with parental support being high. Parental questionnaires support this view as does the Ofsted report.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Our current provision enables disabled pupils to achieve full participation in the school curriculum and life. This provision will be continued and when new pupils are admitted to the school every possibility will be explored to ensure they are also fully included.

This support maybe delivered through the use of Teaching assistants. The school would need to make an audit of need and provision in order to make the best possible use of this expertise. Teaching assistants would need to be well trained and supported to meet the varying needs of different pupils.

Outside agencies would be consulted for support, advice and any training needs identified.

The current early identification of needs will need to continue in order to maintain this level of inclusiveness. At the present time we try to work with prospective parents so that any provision is ready at the school prior to the pupil's admission date. Where this is not possible the school will make every effort to make provision as soon as possible.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

As building work and extensions to the school have been implemented the needs of disabled people have been taken into consideration. Access to the school building is mostly on one level. The main entrance is level with sufficient space for a wheelchair to turn. All door and gate access will also accommodate a wheelchair.

Furniture layouts within the building may need to be readjusted to wheelchair needs.

In future improvements we may need to address:-

- issues for those with visual disabilities through the use of contrasting warning surfaces at the top/bottom of ramps and for directional signage.
- Also access from the pavement into the grounds may need to be similarly demarked.

- The new upstairs classroom access will need to be assessed for specific needs although the stairs have been fitted so that stair lift can be included.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

As an Inclusive Primary school we provide information for pupils in a variety of formats. These include makaton signing, pexs, visual signs and written information. We are not aware of any parents who have need for information in any other format.

If at any time we became aware of the need for written information to be produced for any other audience, we undertake that we would enlist the support of outside agencies who could assist us.

The school has set the following priorities for providing information for disabled pupils:

- To continually monitor the success of our communications written or otherwise
- To provide amended/altered information available as and when needed.

3: Making it happen

3A: Management, coordination and implementation

This plan is discussed by the Governors Monitoring and Evaluation group, with a view to reporting back to the main body as soon as possible. Major items from this plan appear on the School Development Plan on an annual basis.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Major items to appear in the SDP
- Head teacher to take lead on major initiatives
- Class teacher to take on day-to-day responsibilities for the pupils in their care.

3B: Getting hold of the school's plan

The school has set the following priorities for making its plan available:

- It is kept on office computer with all other policies;
- A paper copy is kept with all other policy documents in Head's office;
- A copy will be made available on the school web-site.

Monitoring and Review

This policy was re-written in November 2016. It was presented to the Governors and approved by them. This policy is reviewed and updated regularly to meet the changing needs of the school and in light of any new initiatives.