

ALWYN ACCESSIBILITY PLAN

July 2015 – July 2018



Introduction

S 149 Equality Act 2010 provides a single Public Sector Equality Duty (PSED) that applies to public bodies, including maintained schools and Academies. Under the PSED a public authority must, in the exercise of its functions have due regard to the need to:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share.

At Alwyn we wish to provide an inclusive curriculum for all pupils and equal opportunities for all and are committed to fulfilling our duties under Schedule 10, s 3 which require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- *“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.”*

We are also committed to fulfilling our duties under Schedule 10 S3 by providing this accessibility plan. The plan is regularly reviewed and revised where necessary.

Our Accessibility Plan outlines how we promote equality of opportunity for disabled people and our plans for the future. It builds upon our equal opportunities and special educational needs policies and is to be read in conjunction with our General Curriculum policy, Behaviour Management policy, Supporting Children with Special Educational needs policy, Equal Opportunities policy and the Behaviour Management policy.

The school fully complies with its duty to make reasonable adjustments for disabled people. The duty can be summarised as follows:

- Where something the school does places a disabled pupil at a disadvantage, compared to other pupils, then reasonable steps will be taken to try and avoid that disadvantage.

- The schools will provide auxiliary aids or services for disabled pupils, where it is reasonable to do so, and If such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Definition of Disabled

The Equality Act 2010, s 6, defines a disabled person as someone who has:

“a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

Our Vision and Values

At Alwyn we believe school should be a place where each child has every opportunity to succeed. Our vision statement is:

Together we build the future

and our Core Values are:

- Do our best
- Respect everyone
- Learn and grow together
- Share, care and value each other
- Look after ourselves
- Take pride in our school
- Celebrate our achievements and successes
- Enjoy challenge
- Have fun!

Involvement of disabled pupils, staff and parents.

At Alwyn we believe it is important to listen to the views of all the children, staff and parents at our school. The following strategies are currently in place to ensure that this happens;

- When applying for a school place and when offered a school place parents/carers are asked to inform the local authority and the school if their child has special educational needs/disability.
- Parents/carers and children are involved in the formulation of an individual education plan, if one is required.

- We operate an open door policy which encourages parents/carers to talk to staff about any concerns they have regarding their child's education, at the earliest opportunity.
- We have regular pupil progress consultations with each parent/carer.
- Alwyn has a school council with representatives from each KS1 class, to allow the children's view on school life to be heard.
- Regular questionnaires are given to children and sent to all parents/carers regarding all aspects of school life.
- Prospective parent tours.

Information Gathering

At Alwyn we identify children with disabilities from a number of sources;

- admission data from parents/carers
- classroom observation
- referrals from outside agencies

During the recruitment process, information is gathered regarding disability, in accordance with RBWM recruitment and selection of staff procedures.

ACTION PLAN:

ACCESS TO THE CURRICULUM July 2015 – July 2018					
Time Frame	Targets	Strategies	Outcome	Cost Implication	Target Achieved?
Ongoing	Continue to develop staff awareness of children with Special Educational Needs. Provide specialist training for teachers/support staff to support pupils with particular disabilities when a pupil with a particular disability is admitted.	INSET Training Continuing Professional Development	SEN children make good progress Confidence demonstrated by staff when teaching and interacting with a child with a disability.	Training costs. Resource and equipment costs.	

Ongoing	All staff continue to have high expectations of all pupils and strive to remove barriers to learning and participation.	INSET Training and purchase of resources, Continuing Professional Development Planning, assessment & tracking Lesson observations IEPs P Scale folders Liaison with parents/carers	Children making good progress.	Training costs. Resource and equipment costs.	
Ongoing	Lessons continue to provide opportunities for all pupils to achieve. Staff continue to recognise and plan for additional time and effort needed by some disabled pupils (e.g. lip reading by hearing impaired children/slow writing speed for children with dyslexia) All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	Planning Lesson observations IEPs P Scale folders Tracking pupil progress	Children making good progress.	Possible TA/LSA support	
Ongoing	Continued rigorous analysis of pupil achievement data for those who are on the SEN register or who have a disability. All teachers (and governors) to understand what our assessment data tells us.	Progress of all pupils tracked All appropriate data passed to new teacher at end of school year Staff meetings tracking pupil progress through in-school assessments and Raise online data Yearly Data presentation to governors	Staff gather information/data to accurately track the progress of SEN pupils and pupils with a disability. All teachers understand the assessment process, use it for planning and use it to ensure all pupils are making at least good progress.	N/A	
Ongoing	All reasonable adjustments will be made to ensure children can participate in activities, but there may be no viable alternative or way of enabling disabled pupil to participate. They will be given alternative experiences.	TA and LSA support Planning All staff made aware of specific needs Liaison with parents/carers/outside agencies	Alternative experiences provided. Children enjoy and gain from the alternative experiences.	Resources and equipment purchased when necessary	

Ongoing	School visits continue to be accessible to all pupils regardless of attainment or impairment	Refer to Off-site and Hazardous Activities file Risk assessments made Pre-visit when appropriate Appropriate adult/child ratios Close liaison with parent/carer	All children participate fully in all school visits Appropriate risk-assessments prepared.	Extra adult support as necessary	
Ongoing	Ensure that disabled pupils participate equally in out of school hours clubs and activities	Ensure all out of school hours clubs are available to all pupils TA support available when necessary Monitor participation	All pupils participate in a range of out of school hours activities.	TA support at the clubs.	
Ongoing	Ensure access to new computer technology /resources is appropriate for all pupils	ICT subject leader to ensure all staff are aware of new software and hardware ICT subject leader to monitor full access and use of ICT equipment through planning, questioning and observation.	ICT subject leader to monitor full access and use of ICT equipment through planning, questioning and observation.	N/A	
Every year	Pupils with a disability encouraged to visit our school prior to the induction day and as often as is appropriate.	Parents/carers informed of this opportunity and encouraged to take it up.	Those pupils with particular needs and/or concerns visit the school and become more confident in the transition Meet with members of staff from previous setting if appropriate	N/A	
Every year	Our pupils with a disability encouraged to visit their next school prior to the induction day and as often as is appropriate.	Parents/carers informed of this opportunity and encouraged to take it up.	Those pupils with particular needs and/or concerns visit the school and become more confident in the transition.	N/A	

ACCESS TO THE PHYSICAL ENVIRONMENT July 2015 – July 2018

Time Frame	Targets	Strategies	Outcome	Cost Implication	Target Achieved?
Prior to & when a child is admitted	Building modification to take into account the needs of the child when a child with a particular disability is admitted.	Appropriate strategies taken according to the needs of the individual. Parents/carers to be consulted Disabled societies/groups to be consulted.	Child able to move freely and safely around the whole school	Building and modification costs to be made when necessary.	
Ongoing	The layout of all areas, including classrooms, continues to allow access for all pupils.	As above Corridors kept clear. School kept as tidy as is appropriate. Site controller to monitor areas to ensure they are accessible. Teachers evaluate the use of space and furniture in classrooms and organise to ensure access for all pupils. Pupils encouraged to push their chairs in.	Child able to move freely and safely around the whole school	N/A	
When a child is admitted and as they move through the school.	Access survey completed when a pupil with a particular disability is admitted and moves to a new classroom to ensure that there are no physical barriers to access for pupils with a range of disabilities Classrooms optimally organised for disabled pupils. Furniture, equipment and resources selected, adjusted and located appropriately e.g. pegs and sinks at appropriate height	Consultation with pupil. Regular review of premises with particular children in mind. Observation of pupil around school. Consultation with parents/carers and appropriate agencies. Peers made aware of the child's special needs as appropriate. Research	Child able to move freely and safely around the whole school. Full physical access to the curriculum. All furniture/ equipment and resources are fit for purpose.	Possible purchasing costs	
When necessary	PEP (Personal Evacuation Plan) devised for all children with a physical disability.	Site controller to write Personal Evacuation Plan in consultation with teacher and pupil and parents/carers.	All children with a disability to have a Personal Evacuation Plan so all children able to exit school safely in an emergency and practice.	N/A	

When relevant	Treat all applicants for employment fairly and do not discriminate against because of any disability. <i>No question about an applicant's health can be asked before making a job offer, unless specifically related to intrinsic function of job.</i>	Application paperwork and adverts.	Disabled and non-disabled applicants apply for job vacancies.	None additional to existing advertising costs	
---------------	---	------------------------------------	---	---	--

ACCESS TO INFORMATION July 2015 – July 2018					
Time Frame	Targets	Strategies	Outcome	Cost Implication	Target Achieved?
Ongoing	Staff familiar with technology and practices to assist pupils/parents and carers/visitors with disabilities e.g. positioning when talking to a hearing impaired person.	Appropriate training when necessary	Pupils/parents and carers/visitors feel welcomed and understand everything around them.	Possible supply costs	
Ongoing	All correspondence to continue to be written in plain English and using a clear font	Clear font used for all correspondence	All correspondence clearly written.	N/A	
At the start of each school year and when children join in year	Identify parents who have disabilities that could affect their interaction with the school.	High level of awareness from all staff. Information shared with other members of staff	School aware of, and able to meet needs of disabled parents in relation to their child in school.	N/A	
At the start of each school year and when children join in year	Ensure that there are no communications barriers with any member of the school community. All staff to continue to ensure that both in lessons and parent/carer meetings/presentations information is presented in a user-friendly way. for people with disabilities e.g. by reading aloud overhead projections and describing diagrams, making use of interpreters	Good use of ICT Clear speaking during presentations and hand-outs available Lesson planning Observations Pupil interviews SEN monitoring IEP reviews TA feedback Parent/carer interviews Parent/carer questionnaires Advice to be taken from professional/voluntary	All children and adults understand information presented to them. School aware of, and able to meet, needs of disabled parents in relation to their child in school.	Payment of any professionals consulted	

		agencies when necessary.			
Ongoing	Ensure that positive attitudes to disabled people are reflected in the curriculum and ensure the use of positive language when talking and writing about disabled people.	Staff awareness. All inappropriate resources removed and new resources thoroughly checked PSHE planning	Pupils do not exhibit negative views of disability. No instances of negative terminology found in written or spoken form.	N/A	
Ongoing	Continued purchasing of resources to positively represent disability.	Build up of resources for PSHE	Resources available to all staff.	Cost of resources	