Stewart Headlam Primary School Accessibility plan

Stewart Headlam
Primary School

Approved by:	Date:
Last reviewed on:	**Date:** October 2020
Next review due by:	1st October 2023

Contents

....

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Stewart Headlam Primary School is committed to providing an appropriate and high quality education for all the children living in our local area. We believe that all children, including those identified as having a disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Stewart Headlam is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to achieve a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Tower Hamlets Authority are committed to the rights of children with disability to allow them to fulfill their personal potentials, ambitions and their roles in society. Disabled children are supported by both mainstream and specialist services. All services are expected to be inclusive

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person Responsible	Date to be completed	Success criteria
Increase access to the curriculum for pupils with a disability	To offers a differentiated curriculum for all pupils. To use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources will include examples of people with disabilities. Curriculum progress will be tracked for all pupils, including those with a disability. Targets will be set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. To map and monitor all provision available within the school	To monitor disability access issues Phase Leaders to audit inclusive classroom practice Use IT software and other aids to support learning Begin using Clicker 6 software which is installed on all laptop. Use specialist aids where advised by professionals to support certain children. E.G. hearing aids, writing slopes. Review pupil assessments and tracking procedures to	Governors/SLT Phase Leaders Class Teachers/Teaching Assistants Class Teachers/TA Assessment/SEN Leader/ SLT	Ongoing Twice or more as required Ongoing Ongoing Three times a year	Governing body aware of any issues and informed related to strategic planning Reports to leadership team on barriers identified at school level Clear action and targets identified for whole school development Increased access and progress for potentially disadvantages groups and individuals. Reduction of numbers of pupils who require something "additional to different from" regular provision Reduction of pupils identified as Special Needs Increase school capacity to ensure curriculum entitled for all children Quality of teaching And learning throughout the school is consistently

		ensure small steps in pupil progress are recognised across the curriculum.			good or outstanding. Accessibility plan targets achieved Increased progress for all pupils using personal; targets
		Teachers will use P scales and PIVATS for assessments of relevant children	Class Teachers	Ongoing/As often as needed	Pupils with disabilities reach age appropriate levels.
		Pupil Progress Meetings and SEN Highlighting Meetings will identify children's needs.	Head/Deputy/SEN Leader	Three times	Provision to meet of all pupils clearly identified Improved pupil access to provision
		Plan for wave two and wave 3 provision to be implemented throughout the school	SEN Leader	Reviewed every 6 to 12 weeks	All provision rigorously monitored Provision evaluated Pupil progress accelerated School attainment targets met
		Increase confidence of staff in personalising learning for pupils with disabilities	SEN Leader/SLT	Ongoing	
		Continuing to identify training opportunities for staff as appropriate.	SEN Leader	As required	
		Continue to seek advice from lead teachers in the local authority as well as outreach teams who can offer support.	Class Teachers/ SEN Leader	As Required	
		Identify joint training opportunities that staff can access across the			

		Partnership Schools			
		Review the curriculum/plus teaching and learning policy to ensure diverse learning needs and styles are taken into account in all subject areas and settings	Curriculum Leader/ Head Teacher/ SLT	As required	
		Ensure disabled children participate equally in after school and lunchtime activities Survey participation in clubs and after school by disabled children	HLTA/ Mid-day meal staff/ TA/SLT/Class Teachers		
Improve and maintain access to the physical environment	The school is aware of the access needs of disabled children, staff, governors and parents/carers The environment will be adapted to the needs pupils, staff and parents as required. This includes: • Disabled toilets is in the Community Center • Changing facilities are in the house • Classrooms are adapted for the children's needs • Children with leg injury are	To continue to ensure coordinated development of access to school premises Create access plans for individual disabled children Ensure there are ramps between entrance and playgrounds to minimise risk of tripping and enable ease of use of walking frames / wheelchairs	Governors Phase Leaders and Class Teachers SEN Leader/SLT/SBM	Once a year Ongoing Ongoing	Targets identified for main governing to take action within strategic plans Phased improvement in action to the school premises for school pupils and the local community To have a safe environment. Higher quality play spaces for all phases Improved management and behaviour in playground Improved pupil attitudes Reduction of playground incidents

	taught on the ground floor • Reasonable adjustments are made for the staff	To improve the management of behaviour and the use of space at break times/lunchtimes	Head Teacher/ HLTA/SLT/TAS/Class Teachers	Ongoing	
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Induction loops • Visuals resources • Text messages • Ipads	To ensure important information is given presented in a range of formats. Review information to Parents/ carers to ensure it is accessible To develop the induction practises to support all new families To establish good whole school practise in the use of visual displays and resources to facilitate learning To ensure that all children are able to engage in receptive and expressive communication**.** To plan and deliver workshops relating to transition	SLT/Class Teachers/ Phase Leaders EYFS/Admin Class Teachers/TAs All Staff Learning Mentor/ SEN Leader	Once a year As required Ongoing Ongoing End of term/or when required	All parents are informed. Parents have access to verbal information when appropriate All new families receive home visits or an induction meeting Use of visual timetables Use of blue paper as appropriate Use of blue backgrounds on interactive white board Appropriate key vocab display Seating plans that take into account children's physical and emotional needs All parents have access to support and children are through transition work.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				