

St John the Baptist
CofE Primary School

Accessibility
Plan

St John the Baptist C of E Primary School

Overview

At St John the Baptist CofE School, we have enthusiastic staff who are committed to high standards of learning and behaviour. The school has a wonderful 'family' atmosphere that gives children a secure and happy environment in which to learn. Our aim is to provide exciting, challenging and high quality learning opportunities for all children within a safe and caring learning environment. We value learning through experience; learning core skills in ways that are memorable and enable the children to apply these skills in all aspects of life. Our curriculum is aspirational, promotes identity, motivates the children to ask questions, see connections between things and enables the children be self-reflective about the world around them. We set learning challenges which lead to high levels of engagement. We constantly strive for better and this means the children achieve the highest possible standards. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 to cover education. From 2002, the Governing Body has 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

Key Objective:

St John the Baptist is committed to providing an environment that reduces and eliminate barriers to access to the curriculum and ensures full participation in the school community for pupils and prospective pupils with a disability.

This plan sets out the proposals of the Governing Body of St John the Baptist C of E Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act (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

The 2005 DDA builds on existing responsibilities to ensure pupils, parents, carers and staff are consulted by the school to ensure people with a disability do not experience discrimination. Barriers to inclusion will be identified by the school and reasonable adjustments made to provide equality of opportunity for all. We will promote disability equality and the Disability Equality Scheme is attached at the end of this Plan.

Aims:

- The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the SEN and Disability Act (2001) and the 2005 DDA. We will consult with the school community to identify barriers to inclusion and establish a Disability Equalities Scheme to improve outcomes for disabled people.
- This school promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.
- We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities and /or Special Educational Needs
- We will prioritise sufficient resources to support the actions identified in this plan

What do we mean by ‘Disability?’

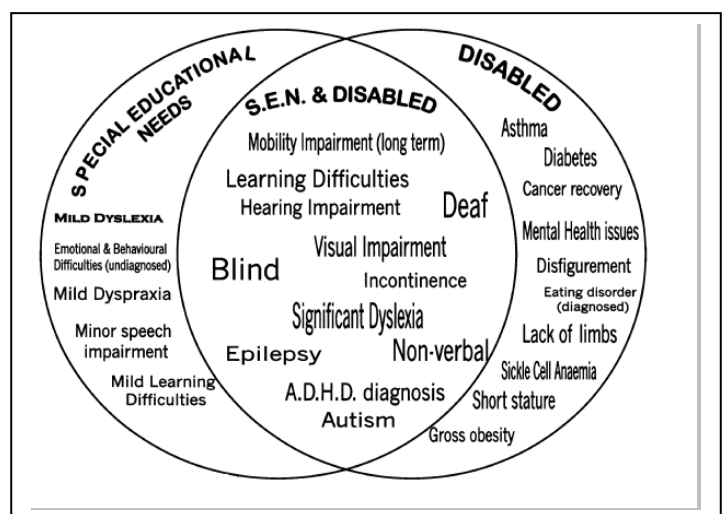
The DDA defines a disabled person as someone who has:

‘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.’

‘Long term’ means at least 12 months. ‘Substantial’ means ‘more than minor or trivial.’

This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and includes children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette’s syndrome.

This diagram shows the overlap between Special Educational Needs and Disability.



It is important that staff are aware that, although a pupil, parent, carer or staff member may be considered to have a disability according to the definition, they may not consider themselves disabled.

A whole school approach to inclusion is the most effective way of meeting the needs of all pupils.

A risk assessment will be completed for any new children who enrol in the school whom are subject to a care plan or with a disability as per the DDA 2004. Outcomes of this assessment will be implemented in a timely fashion in order to facilitate the needs of that pupil.

This accessibility plan includes:

- Goals and targets for 2018-2019
- Strategy and implementation
- Resources
- Monitoring and evaluation

Accessibility Planning Process

Plans for accessibility improvement are developed bi-annually through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- Access to the curriculum
- Accessibility of information
- Physical accessibility

Area To Be Addressed: Improving access to the Curriculum

Goals & Targets:

1. To review lessons to ensure they are appropriately differentiated for all children
2. To continue to provide CPD in order to develop confidence and knowledge for staff in delivering the curriculum to disabled pupils
3. To ensure learning spaces are optimally organised to promote the participation and independence of all pupils.
4. To ensure interventions are appropriately chosen for children
5. To review classrooms, to ensure they have the appropriate support for children
6. To provide training for staff in the identification and teaching of children with specific learning difficulties
7. To promote participation and independence for all children.
8. Ensure all school visits and extra-curricular activities provide accessible to all children.
9. Review extended school provision to ensure it meets needs of disabled pupils and pupils with SEN
10. Review deployment of TAs to maximise expertise across the school

Strategy & Implementation:

1. Ensure all new staff are trained in responsibilities under DDA. Training to be delivered by SMT/SENCO. Refresher training for all staff should take place annually.
2. Develop training programme on curriculum access for disabled pupils with a particular focus on Disability Equality. Training to be delivered by SENCO/TLT Specialist Teacher as required.
3. Enhance knowledge and confidence amongst staff on approaches to teaching pupils with SEN and effective implementation of IPMs.
4. Work with Learning Trust to develop guidance and best practice on access to school journeys and educational visits.
5. Review planning & delivery of the curriculum. Using the information from the audits & QCA guidelines, each class teacher/faculty/curriculum co-ordinator to review curriculum delivery and identify barriers & report to SMT on findings.
6. Disabled pupils, staff, parents/carers to be consulted in establishing a disability equality scheme.
7. Pupils to be consulted on identifying Disability/Health needs
8. SENCO and SMT to begin to continue to provide a provision mapping system including an audit of projected needs for pupils with SEN/disabilities and other vulnerable groups. Provision mapping and monitoring procedure to be in place and to have become an established part of the school self-assessment process within two years.

Resources:

- INSET time in each academic year to be utilised for DDA issues
- SLT members to be provided with time each term to support and co-ordinate curriculum review
- SENCO to assume responsibility for provision mapping for pupils with SEN /disability
- Resources will be allocated for printing of materials from the faculty/curriculum area budgets
- Learning Trust staff to deliver training programmes on Disability Equality with school SENCO

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the governing body's SEN and Disability committee
- Review progress of pupils through pupil progress meetings
- As part of the school self evaluation process through feedback from staff, parents/carers and disabled pupils

Area To Be Addressed: Accessibility of Information

Goals & Targets:

1. Further develop accessible teaching resources as per provision map
2. Increase the availability of written information in other formats e.g email, text, website
3. Use of language and hearing impairment and interpretation services are made available when communicating with parents/carers.
4. Work with The Learning Trust and other schools in Hackney to identify and implement best practice on delivery of information to disabled pupils
5. To consult with pupils, parents, carers and staff on ways to increase access to information for disabled people
6. To improve processes for evaluation of access of information – surveys of pupils and their immediate parents/carers.
7. Further develop electronic method of communicating – website, learning platform, text service to support families

Strategy & Implementation:

1. Audit teaching materials, textbooks and other information to assess accessibility to support pupils
2. SENCO work with Learning Trust to develop bank of resources accessible in other formats (e.g. Braille, large print, website, IT software and audio cassette).
3. Identify the preferred method of communication for disabled pupils, their parents/carers and staff.

Resources:

- SEN Budget to be used for meeting the identified needs of pupils with SEN/Disability
- SENCO to be provided with 3 days to co-ordinate audits

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through weekly meetings with the Inclusion Team and Head of School
- As part of the school self evaluation process, alongside the SEND governor
- By feedback from staff, parents, carers and disabled pupils

Area To Be Addressed: Physical Accessibility

Goals & Targets:

1. To reduce physical barriers to inclusion
2. To work with The Learning Trust/Diocese of London to increase accessibility where necessary
3. To consult with pupils, parents, carers and staff on barriers to access

Strategy & Implementation:

1. Review access around the school e.g through Ramps, railings, wider opening doors, improved signage, non-slip flooring, Interactive Whiteboards, Disabled Toilets, learning areas are in place or established for pupils with specific learning needs which provide pupils with better access to the curriculum
2. Provide a 'Safe space' for children with ASD where necessary
3. A gradual increase in the availability of physical aids to access the curriculum
4. Ensure accessibility is considered in all future purchase decisions of equipment.
5. Governors, staff, parents/carers, school council and pupils consulted on improvements to the environment and surveys carried out
6. Work with neighbouring or federated schools to share resources where possible.
7. VFM (Value for Money) is considered at all times so that resources purchased for the school meet the requirements of the school and pupils.
8. Advice and guidance of best practice is shared across the Federated Schools to ensure consistency of accessibility for all adults and pupils.
9. Work with The Learning Trust to take forward actions identified in the accessibility audit and the School Development Plan.

Resources:

- The SENCO will spend 1 day in the autumn term working with staff from The Learning Trust to identify the short term measures identified above
- The Governors will consider building improvements to increase access, in partnership with the Learning Trust

Monitoring & Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the governing body's special needs committee
- As part of the school self evaluation process
- Through meetings with The Learning Trust as part of the Trust's overarching Accessibility Strategy
- By feedback from staff, parents/carers, staff and disabled pupils