

Stone with Woodford C of E School

Accessibility Plan

Three year period covered by this plan: December 2018 to December 2021

Introduction

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 linked 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 to disabled pupils.

This plan sets out the proposals of the Governing Body of North Nibley CE Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. 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, reviewed and revised as necessary. The DFE in January 2012 confirmed the need to review the plan at least once every 3 years. Attached is an action plan showing how the school will address the priorities identified in the plan.

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." Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA, "substantial" means "more than minor or trivial". "Long-term" means has lasted or is likely to last more than 12 months.

The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and needs special educational provision to be made for them in order to be able to access the education which is available locally.

Our vision and values.

Our school is committed to providing the best quality provision for disabled pupils and adult members of the wider community. We want to ensure that all children have full and equal access to the National Curriculum that prepares them for life beyond school. The same commitment applies to the extended curriculum beyond the school classroom. The school will work to remove barriers in every area of the life of the school and this will be part of the school's wider commitment to equal opportunities.

It is our intention to involve all staff in the development of the plan. We hope that all parties will feel a sense of ownership of the plan. The next three years will provide an opportunity to remind staff of the three key duties towards disabled pupils and their responsibility to remove barriers to learning for disabled pupils.

Pupil data and school audit.

Since the school operates an inclusive and open admissions procedure, disabled children will be admitted if they meet the same admissions criteria as those children who are not disabled.

Stone with Woodford School has the disadvantage being over 100 years old . The site the school occupies is sloping and this means that in several areas of the school, there are short flights of steps that restrict access. Corridors are often narrow with congested bottle necks. Wherever possible, the school has already made alterations to the original building to give disabled access even though this might entail movement on the outside of the building.

The school has always enjoyed an excellent reputation locally for the quality of SEN provision. All of the teachers and the team of teaching assistants have considerable skill in terms of both expertise and experience in dealing with difficulties across the SEN spectrum. They deliver appropriate and professional support in all areas.

Consultation

The Governors have consulted and sought advice from those in the community with disabilities.

Management, coordination and implementation.

The Governing Body is ultimately responsible for the implementation of this plan and reviewing it regularly by means of reports from the Head Teacher. Curriculum issues will be reviewed by the Governors' Curriculum Committee and asset management will be the responsibility of the Finance and Premises, Health and Safety Committee. The Chairs of each Committee will report back to the termly meeting of the full Governing Body.

The management and monitoring of this plan must fit in with existing line-management and school development planning systems:

- The needs of individual pupils will be reviewed annually at the SEN Review or if called more frequently as the need arises. The SENCO will liaise with the Head Teacher if further resources are required.
- The Head will review the asset management plan and report to the appropriate committee
- The Head Teacher will report to the appropriate Governors' Committee.
- The plan will be reviewed in July/September each year as part of the Annual School Self Review in order for progress to shape the School Development Plan.
- The Head Teacher will liaise with the Diocese and the Local Authority Planning managers as necessary and with our lead consultants when a maintenance or capital project is planned.

Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. (Essentials are in Bold type)

We will monitor

- **Admissions**
- **Attainment**
- **Attendance**
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- **Exclusions**
- SEN Register
- Setting/groups
- Extra-curricular activities
- Homework
- **Selection & recruitment of staff**
- **Governing body representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on PTA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning
- Good Behaviour Policy
- Admissions policy/criteria
- School Development Plan
- School Asset Management Plan
- SEN policy
- Exclusions

Getting hold of this plan.

- The school will make it known in its Prospectus and on the website that the plan is available on request and in different formats if required (if sufficient notice is given).

Publications for Guidance

Accessible Schools: Planning to increase access to schools for disabled pupils	Issued to all schools in June 2002 (DfES Publications)
Schools Disability Code of Practice	Disability Rights Commission (DRC)
SEN Code of Practice	DfES
DfES Guidance on Inclusive Schooling	DfES
National Curriculum 2000 Inclusion Statement	DfES
DfEE: Access for disabled people to school buildings (BB91)	The Stationary Office

Useful telephone numbers:

Disability Rights Commission

0207 828 7022

DRC Helpline	0845 622 633
DfES Publications	0845 60 222 60
Ofsted Publications	020 7510 0180
QCA	021 8867 3333

Reasonable adjustments - The Whole School Community

The Governors are aware that the legal duty placed upon them requires them to focus on pupils -

- Not to treat disabled pupils less favourably for a reason linked 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 to disabled pupils.

As part of their commitment to the parents, carers and the wider village community, the Governors will give full consideration to adapting the premises and sources of written information, to allow all stakeholders to partake in the life of the school, when such adjustments are reasonable, affordable and achievable without detriment to their 'core business' of providing an excellent education for children.

Accessibility Plan

This plan covers all three main strands of the planning duty:

The Governors are committed to:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
2. Increase the extent to which disabled pupils can participate in schools' curriculum.
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

IMPROVING THE PHYSICAL ENVIROMENT OF THE SCHOOL

1. The main entrance to the school joins a corridor area where there are steps up into the hall, classroom 4 and the corridor to the rest of the school. Wheelchair access to all of these areas is possible through the fire escape door from classroom M into the rear playground area, but this access is extremely tortuous, and, clearly, not ideal. There is a disabled toilet in the higher level main part of the school. The library is currently upstairs and inaccessible to wheelchairs. Following the acceptance of the Accessibility Plan works were carried out to provide a ramp in the corridor outside class M and a new door with level access into the store-room.

Our recent Development Plan provided step-free level access to the school through the playground from the pavement and dropping off area of the new school approach road.

To allow easy wheelchair access to all the classrooms, to the hall, the library and the toilets, the following steps are desirable:

1. The corridor inside the front entrance will be filled in to bring it level with the remaining corridor and class G and the hall. The existing front door will be closed and new front door provided with a porch a few metres to the south of the corridor that is at the existing, higher level.
2. The larger plan is to redevelop the school by adding a new hall adjoining the cottage, the new book room will be created in the central room in the school (now referred to as school hall). The old library will be used as a meeting or workroom.

Duty	Planned Outcome	Action:	Protected characteristic (Age, Disability, Gender, Race, Religion/Belief, Sexual Orientation, Community Cohesion)							Who's responsible	When	Evidence:
			A	D	G	R	R / B	S O	C C			
1) Improving the environment	To make the school fully accessible to those with physical disabilities	To be addressed when needed (no child currently at school has a need) (e.g. wheelchair users, the need for pencil grips, writing slopes, well defined quiet areas)		✓					✓	Finance and Premises Committee	As needed	Trail of assessed need through adaption of environment to evaluation
1) Improving the environment	To make the school fully accessible to those with visual disabilities	Improvements to stairs and steps, threshold lines to be renewed where necessary		✓					✓	Finance and Premises Committee	2021	Step thresholds highly visible
1) Improving the environment	To make the school fully accessible to those with visual disabilities	Improve signage to toilets and classrooms		✓					✓	Finance and Premises Committee	2021	Signage in place
2) Increase participation	Children with disabilities are not at substantial disadvantage	Staff need to be aware that our current inclusive practices may need to be modified if a pupil with more specific special needs is admitted to the school. At such a time, external agencies will be invited to staff meetings so that staff can meet pupil needs and allow increased participation in the curriculum (e.g. wheelchair users, the need for pencil grips, writing slopes, well defined quiet areas as appropriate)		✓					✓	Provision and Standards Committee	As needed	Trail of assessed need through adaption of curriculum or teaching practices, to evaluation of adaption

3) Improve access to information	Children with disabilities have full access to information usually provided in writing to non-disabled pupils	... for example hand-outs, timetables, textbooks, information about school events This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or I.C.T. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.		✓					✓	Provision and Standards Committee / Community and Partnerships Committee	As needed	Trail of assessed need through adaption of written materials, to evaluation
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