**Wykebeck Primary School**

**School Accessibility**

**Policy and Plan 2014/15 – 2016/17**

**Introduction**

Disability is defined by the Equality Act 2010 (EA):

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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the EA:

* 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; and
* 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 and reviewed and revised as necessary. Below is a set of action plans showing how the school will address the priorities identified in the plan.

**The purpose and direction of our school’s plan: Our Ethos**

Our ultimate responsibility is to ensure all learners achieve good or better progress, raised attainment and that all pupils, parents, carers, governors and staff develop the personal, emotional and life skills they need to cope with, and contribute positively, to an ever changing technological society.

Wykebeck Primary School is a place which enables all children to develop their talents by encouraging self-belief in a caring, secure environment.

We ensure everyone has the empathy to recognise other’s views, the ability to ask questions, to be able to keep going even when things become challenging, to look for different solutions to a problem and analyse and self-evaluate, so that they can become independent learners throughout their lives.

We aim to embed these learning habits into the way our children think and learn, so that they have enjoyment of lifelong learning beyond their school experience.

**Context**

We are LA maintained Community 2 form entry Primary School larger than average size with 407 pupils currently on roll, ranging from 3-11years. The school comprises a main building with a linked modular build comprising 4 classrooms and a linked East North East LA maintained Community Centre

**The School’s Aims**

* To provide an inclusive, happy, healthy and safe environment where enthusiasm, independence and cooperation stimulates learning and achievement;
* To ensure children are honest, polite, and respectful to one another, accepting of diversity and equality;
* To plan and deliver an inclusive, effective, ‘relevant’ curriculum of transferable knowledge, skills and understanding that enable children to adapt to life in a rapidly changing society;
* To enable children to become articulate, literate and numerate, aware of ICT;
* To enable children to make informed choices, taking responsibility for their own actions and learning; and
* To develop parental partnerships, raise aspirations and foster their contribution to the learning process.

We are working within a national framework for educational inclusion provided by:

* Inclusive School (DfES 0774/2001);
* Children and Families Act April 2014;
* The SEN and Disability Code of Practice 2014;
* Equality Act 2010;
* Code of Practice for Schools (Disability Rights Commission); and
* ISI inspection.

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

* SEN Governor;
* Head Teacher;
* Inclusion leader; and
* SEN Coordinator.

We adhere to the Inclusion requirements set out below from the revised National Curriculum 2014:

**Setting suitable challenges**

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

**Responding to pupils’ needs and overcoming potential barriers for individuals and groups of pupils**

Teachers should take account of their duties under equal opportunities legislation that covers disability, ethnicity, gender, sexual identity, gender identity, and religion or belief.

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full National Curriculum. The SEN Code of Practice will include advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice will outline what needs to be done for them.

Many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every National Curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil’s age, length of time in this country, previous educational experience and ability in other languages.

The ability of pupils for whom English is an additional language to take part in the National Curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

**Information from pupil data and school audit** (Pupil Census data Jan 14)

* Numbers of SEN remained stable at around 17%- higher than national.
* Numbers of statutory assessments static –now have 1 pupil with a statutory assessment and 3 pending (as of Nov 14).
* 3 children are diagnosed with ASD, ‘stars team’ are involved
* 1 child has been diagnosed with ADHD and requires medication for the condition

**Views of those consulted during the development of the plan**

The school has consulted the Staff, the SEN Governor, the SENCo, the Inclusion leader, the Parents and the Children.

**Action plan 2014/15 - 2016/17**

The following pages contain our planned actions around three broad aims.

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| **Increasing the extent to which disabled pupils can participate in the school curriculum** |
| **Target**  | **Actions**  | **Timescale**  | **Responsibility**  | **Success Criteria**  |
| **EG.**Identify pupils who may need additional / different provisions | Liaise with nursery providers to identify potential potential pupils | Annual  | HeadteacherGoverning body in particular SEN GovernorTeachers | To have the necessary procedures and equipment in place prior to the identified pupils beginning in september |
| **EG**To ensure compliance with the Equality Act 2010 | Review all school policies  | On-going  | Headteacher Governing Body  | That no school policy conflicts with the equality act and each and every pupil has equal opportunities. |
| **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services** |
| **Target**  | **Actions**  | **Timescale**  | **Responsibility**  | **Success Criteria** |
| Toilets accessible for all users | To Upgrade the disable toilet in the entrance to include hand rail and alarm |  | Caretaker with HT | Work Completed  |
| To ensure the surrounding areas of the school are accessible and identifiable | To Improve the signage in the car park  |  | Caretaker with HT | Work Completed  |
|  | Portable induction loops |  |  |  |
|  | Upgrade rolling programme for all toilets |  |  |  |
|  | Upgrade rolling programme for all doors  |  |  |  |
|  |  |  |  |  |
| **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled** |
| **Target**  | **Actions**  | **Timescale**  | **Responsibility**  | **Success Criteria**  |
|  | Review presentation format for information in class and to parents | On going | HT with Office Manager |  |
|  | Review use of ICT resources |  | HT with T+L and ICT Leader |  |
|  | Review equipment to support learning experiences |  | HT with Inclusion and T+L Leader |  |