

School Accessibility Plan 2017

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 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.

Definition of Disability: Disability is defined by the Disability Discrimination Act 1995 (DDA): '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.' They may be affected in one of the following ways:

- Mobility
- Physical coordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger

Our vision and values

At Holt Farm Infant School we believe that everyone is entitled to an education. It is important to remove any barriers that prevent adults and children from full access to all areas of the school and school life. We strive to be an inclusive school which recognises, celebrates and plans for diversity.

This means that equality of opportunity must be a reality for our children:

- girls and boys
- minority ethnic and faith groups

- children with English as an additional language
- children with special educational needs
- gifted and talented children
- children who are vulnerable

Information from pupil data and school audit

We have had, and are expecting a whole range of children of all backgrounds, needs and abilities including:

- Asthma
- Eczema
- ASD
- ADHD
- Allergies
- Hyper-mobility

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school and we liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school. The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO oversees the needs of pupils with a disability.
- There are high expectations.
- There is appropriate deployment and training of support staff.
- Successful practice is shared within the school.
- Pupils with SEND have access to extra-curricular activities.

Aims

- Increased access to the curriculum for disabled pupils
- Every pupil to achieve their full potential

- Greater involvement of pupils with a disability in the full life of the school (eg clubs, school visits)
- Pupils are consulted and able to express an opinion about their provision through discussion.

Guidelines

The accessibility plan includes improved provision by improving the physical environment, increasing access to the curriculum and improving the provision of information for everyone involved in school life. At present, Holt Farm Infant School achieves this in the following ways:

Improving the physical environment

- All areas are fully accessible
- Ramps for access
- Blinds to reduce very bright light
- Visual timetables displayed as appropriate
- Disabled toilet
- Doors into lobbies/other areas are closed as much as possible to reduce excess noise.

Increasing access to the curriculum

- The school has a strong ethos towards inclusion
- Staff regularly review the curriculum to ensure access to all students
- The school's extra curriculum activities are planned to include a range of activities which allow pupils to perform equally
- Trips are planned to ensure all pupils can achieve the learning objectives
- The curriculum and lesson planning considers the specific needs of pupils
- Communication with outside agencies
- Social language program for pupils needing support with communication
- Training for teachers, eg Tier 1 Autism training in September 2016
- Interactive whiteboards for ICT
- Obtaining appropriate learning resources, eg pencil grips
- Use of visual timetables/First/Then boards where appropriate

Improving the provision of information

- Providing suitable labelling throughout the school
- The accessibility plan is available on the parents' notice board, the school website and on request.
- The plan reflects the wishes of pupils through the pupils' School Council

Targets

Physical

-Use appropriate furniture/equipment where needed for individual cases

-Children with specific needs to have their cloakroom peg at the entrance to the cloakroom to minimise incidents.

-Quiet areas provided in all classrooms to allow children to remove themselves from their peers if necessary

Curriculum

-Training for teachers on differentiating the curriculum as appropriate

-Use of specific ICT equipment and learning resources where appropriate for individual cases.

-SENCo to liaise with and seek advice from the SENCo Cluster on specific Special Educational Needs and Disabilities (SEND)

Building

-To provide suitable labelling throughout the school to meet the needs of particular children in school.

The Premises Committee of the governing Body will evaluate and monitor these targets.

This policy will last for the duration of one year and will be reviewed in Spring 2018.