

**ELLESMERE  
PRIMARY SCHOOL**



**Disability Equality Scheme  
And Accessibility Plan Policy  
2018-2019**

Review Date: Sept 2019

**ACCESSIBILITY PLAN**

**Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 2005 (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.

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 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **DEFINITIONS**

### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

- The DDA 2005 has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

### **Impairments**

Having an impairment does not imply a young person is disabled, however, it relates to the effect on their ability to carry out day-to-day activities. Examples include:

- Mobility
- Physical dexterity and coordination
- Degenerative conditions (tumours)
- Speech/language, communication
- Epilepsy
- Diabetes
- Asthma
- Cystic fibrosis
- ME (Chronic Fatigue Syndrome)
- Tourettes
- Sensory , physical impairment

Hidden impairments :

- Dyslexia
- ASD/Aspergers
- ADHD

Not included are those children with emotional and behavioural difficulties for social and domestic reasons.

The definition now includes people with progressive conditions including HIV, multiple sclerosis and cancer. Of significance the DfES has determined that 7% of children of the age of 3 – 19 years have a disability.

## **1A: The purpose and direction of the school's plan: vision and values**

Our vision is that Ellesmere Primary School should be a harmonious learning community where children are challenged to achieve their best and are valued as individuals.

Ellesmere's commitment to equal opportunities is driven by the National Curriculum Inclusion Statement:

"We aim to welcome all children regardless of any special need. We will treat all pupils fairly and favourably and not discriminate for any reason whether it is a learning or physical disability.

We aim to make our school inclusive, ensuring all children can access the curriculum".

The school;

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

Our commitment is to promote equality of opportunity for people with disabilities within the Every Child Matters agenda. The Five Outcomes are addressed within the concept of teaching and learning:

- Not to treat pupils with disabilities less favourably for a reason relating to their disability without justification.
- To make reasonable adjustments so that they are not at a substantial disadvantage in comparison to those who do not have disabilities.
- To plan strategically to increase access over time, to the school premises and through the curriculum and providing different materials in alternative formats to ensure accessibility.

If the school is unable to meet the needs of a young person through reasonable adjustments and the best endeavours of all concerned – to have regard for the guidance in the SEN Code of Practice 2014.

## **1B: Information from pupil data and school audit**

In order to offer quality assurance, we carry out trend analysis over a 3 to 5 year period for children with Learning Difficulties.

We consider the nature of the pupils we have and those who are already coming through the pre school settings. Meetings with parents and specialists are carried out well ahead of time so that access arrangements can be made in advance.

This informs of changes that we need to make and then we make provision for these in our plan for our School Improvement. We identify the priorities that will do most to increase access for disabled pupils. Our disabled pupils play a very varied and

active part in school life. Their diverse needs are well catered for and they have a strong sense of well being.

There are a number of ways we collect data from current pupils, this helps us to promote good achievement from them;

- Our Pupil tracking system in school informs us of the levels of achievement.
- Regular Pupil Progress meetings ensure individual pupil's progress is tracked and intervention programs are implemented to support children.
  
- Individual PCP (Pupil Centred Plans) contain information of the nature of the pupils with disabilities. These inform us of the need for specialist services in school like Physiotherapy, Speech therapy etc.
  
- Termly reviews are carried out with Class teacher and SENDCO to discuss PCP targets. Additional Teaching Assistant support is set up where relevant and we ensure specialist services are being accessed if necessary.
  
- Annual review meetings are held in school with specialist services who are involved with the pupil. A detailed analysis of data for the pupil with disabilities is discussed. These include;
  - end of key stage outcomes
  - achievements in extra-curricular activities

When new pupils arrive in school we carry out an assessment with the parent to consider the strengths we can promote and to gain as much information about how we can remove any barriers to learning they may have.

Following a short integration period we will have staff discussions about the way we as a school are responding to their diverse needs:

- Are we making reasonable adjustments in the classroom to help them achieve their potential?
- Are we setting high enough expectations and realistic challenges?
- Do we need to set up more Friendship groups to help them integrate more successfully?

### **1C: Views of those consulted during the development of the plan**

Pupils will be consulted on the Accessibility Plan as the plan is more effective if it is informed by the pupil's views.

The school consults regularly with parents and professionals

- to identify problems in access for disabled pupils.
- to identify the most effective ways of removing barriers for disabled pupils
- to widen understanding and promote a solutions-based approach.

This improves the working relationships within school for disabled pupils and their parents. It ensures the plan is coordinated with the LA Strategy to provide training opportunities and identify areas where additional funding is required.

The following groups are part of the consultation process:

Governors (Curriculum Committee and SEN Governor), Parents, Pupils, Staff,

Outside agencies – health professionals, occupational therapist, speech therapist, educational psychologist, behaviour support teacher,

## **2. THE MAIN PRIORITIES OF THE SCHOOL'S PLAN**

***(See appendix 1 for further details of our Accessibility Plan)***

The school will make reasonable adjustments for the pupil at different levels of school life:

- For the individual disabled pupil
- For their practices and procedures
- In their policies

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

As a school we;

- Plan ahead
- Identify potential barriers
- Work collaboratively with disabled pupils, their parents and others
- Identify practical solutions through a problem solving approach
- Ensure that staff have necessary skills
- Monitor the effects of adjustments on a pupil's progress.

The school follows the National Curriculum Statement by collaborative planning, in consultation with the SENDCO in order to;

- Set suitable learning challenges
- Respond to diverse learning needs
- Overcome potential barriers to learning and assessment.

For those pupils whose attainment falls significantly below the expected levels at a particular key stage, a much greater degree of differentiation is necessary. Teachers plan for a gradual improvement over time where the curriculum becomes more accessible.

We use;

- a range of techniques - PCPs for targeting specific needs.
- a variety of recording systems – ICT, Dictaphone, scribes, writing frames

- flexibility of staffing to enable pupils to have maximum access to favourable learning conditions

We act on advice from outside agencies, for example the LSAT. We are Parent friendly – being approachable in school, able to give time to discuss needs as requested. Our Learning Mentor spends time with parents- discussing any problems they may have and helping to get any necessary support.

Access to curriculum areas which cause more of a barrier for some pupils – such as PE for a physically impaired pupil – is carefully planned. Programmes are set by a physiotherapist and are often carried out during PE lessons.

**2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

Our building is accessible to all. Education is available to all our pupils and we endeavour to cater for all needs with reasonable adjustments. The building caters well for wheelchair users and offers a disabled toilet and a disabled lift. We work closely with the LA if, through professional advice, further adjustments are deemed necessary.

In our Annual Review meetings for pupils, we set targets for integration and we;

- Follow the advice of outside professionals for purchasing specialist equipment such as special chairs, sloping desks, laptops and I Pads.
- Ensure curriculum activities are accessible wherever possible and extra curricular activities cater for individual needs
- We provide a quiet respite area for pupils with any sensory difficulties. These pupils have a flexible timetable to enable them to overcome their barriers to being in the larger classroom all day. (Personalised Learning Room)

**2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

In order to improve delivery to disabled pupils:

- There is an emphasis on visual stimulation for all pupils. Photographic material is used to aid access for many groups of people. (i.e. for Autistic pupils)
- Pupils use visual timetables and teachers teach with a variety of learning styles to ensure all pupils can learn. Teachers consider visual, auditory and kinaesthetic principles when they are teaching.
- Training is given to new teachers and teaching assistants to promote this inclusive good practice. Teaching Assistants are encouraged to reduce barriers and this includes scribing / writing for some pupils in planned activities.
- ICT laptops, iPads and software programmes are used as normal classroom practice to help pupils who have motor difficulties.
- Coloured paper and coloured overlays are used in school for those pupils who benefit. Colour backgrounds are used on the interactive whiteboards

- Pupils recognise their strengths and often how best to overcome their barriers to learning using this type of equipment.
- ICT referrals for Woodlands are completed and assessments are carried out to ensure provision is made for all pupils experiencing difficulties in writing.

### 3. MAKING IT HAPPEN

#### 3A: Management, co-ordination and implementation

The Leadership Group meet regularly:

- to plan ahead,
- to organise relevant training for staff,
- to discuss school evaluation – SEN and Inclusion aspects

The class teacher, SENDCO and Teaching Assistant meet termly to secure the commitment of all staff to removing barriers and increasing access for pupils with disabilities. Training issues are discussed and planned for.

We plan ahead to cater for pupils who have significant physical needs.

The SENDCO and the Learning Mentor are both responsible for liaison with parents, staff, governors and outside professionals.

RESPONSIBLE PERSON	GD	LAST REVIEWED	Sept 18	NEXT REVIEW DATE	Sept 19
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