



Aberford C of E Primary School

Accessibility Policy and Plan 2021-2024

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

PURPOSE OF PLAN

The purpose of this plan is to show how Aberford C of E Primary School ensures the accessibility of our school for disabled pupils.

DEFINITION OF DISABILITY

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.

AREAS OF PLANNING RESPONSIBILITIES

Improving access for disabled pupils to the school curriculum
(this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits);

Improving access to the physical environment of schools *(this includes improvements to the physical environment of the school and physical aids to access education);*

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Corinthians 1:13



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Improving the delivery of written information to disabled pupils (*this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame*).

CONTEXTUAL INFORMATION

Aberford CE Primary School comprises of a main building which dates back to 1716 and houses the offices, main hall, foundation stage and key stage 1 classroom.

The playground gives access to the school field (owned by the Parlinton Estate), which houses the Key Stage 2 Portacabin.

To the rear of the school is the library Portacabin, which is assessable by stairs or a slope.

To the rear of the school and playground areas there is a ramp for disabled pupils and a sloping path

We currently have one pupil who needs to use a wheelchair on a regular basis.

THE CURRENT RANGE OF DISABILITIES WITHIN ABERFORD CE PRIMARY.

The school has children with a range of disabilities which include moderate and specific learning and behavioural difficulties. We have a separate individual pupil risk assessment for one child.

We have one child who may need the use of an EpiPen to mitigate their allergic reactions.

We have several children who use inhalers to mitigate their allergic reactions.

We also have pupils with a range of learning difficulties and communication disorders. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils.

When children enter school with specific disabilities the school immediately contacts the L.A. professionals for assessment, support and guidance for the school and parents.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a safe and secure place which has easy access for First Aiders and staff members.

INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

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Improving teaching and learning lies at the heart of any school's work. Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

This includes improvements to the physical environment of the school and physical aids to access education.

Provision, in exceptional cases, will be negotiated when the child's specific needs are known.

We have a wide range of equipment and resources suitable for the day-to-day use of children in each age range. We will constantly keep under review resource provision. The School Improvement Planning Process will be the vehicle for considering such needs on an annual basis.

IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

In planning to make written information available to disabled pupils, we again need to establish the level of current need and be able to respond swiftly to changes in the range of need.

The school's ICT infrastructure will enable us to access a range of materials supportive to needs.

Teachers will always need to be sensitive to presenting materials to children in appropriate formats e.g. reading aloud, overhead projections, should that be necessary. This is a core part of a teacher's work.

CONCLUSION

Aberford CE Primary School is a fully inclusive school which provides for all its pupils. The School is well placed to meet the Disability Discrimination Act in its current physical environment. This school works successfully with multi-disciplinary professional teams to deliver the right education for all pupils. Staff training will be a priority in our responsiveness for the future.

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3 –Year Action Plan to improve accessibility at ABERFORD CE PRIMARY 2021-2024

Action	Who Resources Cost	Time Scale	Evidence of Impact	Evaluation
September 2021 - July 2022				
Ensure all identified pupils with additional needs have a PEEP.	SG	22/10/2021	Plans will be in place for all identified pupils, including new starters.	
Ensure all fire exits are suitable and free from obstruction for pupils with SEND.	SG	Checked monthly.	Exits will be clear and ready to use.	
Ensure all toilet facilities meet the needs of SEND pupils.	SG	22/10/2021	Disabled toilet in main building meets the needs of pupils.	
Ensure the playground and entrances into school are accessible by wheelchair users.	SG £13,000	September 2021	Playground fully resurfaced to repair damage. Ramp into EYFS door made accessible on all sides and trip hazard removed.	
Ensure any future plans for site development are compliant with Equality Act 2010	SG	Ongoing	All plans will be compliant.	
To ensure all extra-curricular clubs are accessible to all children.	NC, SG	Ongoing	Ensure resources are provided to meet all needs. Ensure outside agencies are inclusive in their practice.	
Ensure SEND provision is robust, fit for purpose and meets statutory requirements.	NC	6 th , 13 th , 20 th October	NC to Attend Leeds New Senco course.	
Improve parental awareness of SEND provision within school.	NC, Govs	Ongoing	Maintain policies which focus on children with Special Educational needs and Disabilities.	
September 2022 – July 2023				
Ensure all identified pupils with additional needs have a PEEP.	SG	30/09/2022	Plans will be in place for all identified pupils, including new starters.	

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Ensure all fire exits are suitable and free from obstruction for pupils with SEND.	SG	Checked monthly.	Exits will be clear and ready to use.	
Review all Educational Health Care Plans. Provide suitable seating and toileting facilities	NC, SG	30/09/2022	Children have equal access to all areas of the curriculum, can move around school safely and have appropriate toilet facilities.	
To maintain good Speech and language provision.	NC	ongoing	Staff to be trained by Chatterbugs S&L specialist on delivering therapy plans in school.	
To maintain staff awareness of disability issues.	NC	September 2023	Review staff training needs. Provide training for members of the school community as appropriate.	
To continue to train staff to enable them to meet the needs of children with a range of SEN.	NC	September 2023	SENDCo to review the needs of children and provide training for staff as needed.	
Improve signage for people with visual impairments	SG	September 2023	Signage in appropriate tonal colours and at appropriate height.	

Reviewed September 2021

Next Review September 2024

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