

Delph Side Primary School Accessibility Plan 2021-2024



Overview of Aims

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| To increase the extent in which pupils with a disability can access the school curriculum. |
| To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. |
| To improve the availability of accessible information to disabled pupils. |

Introduction:

This plan has been drawn up in accordance with the planning duty in the Disability Discrimination Act (1995), the Equality Act 2010 and the Special Educational Needs and Disabilities Code of Practice (SEND CoP 2015). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfES in July 2002.

Definition of Disability

The Disability Discrimination Act (DDA) 2005 act has revised the definition of disability. The new definition is as follows:

- A physical or mental impairment which has adverse effect on the person's ability to carry out day to day activities.
- The effect of the disability must be substantial.

'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.'

Key Objective

Delph Side Community Primary School are committed to making all reasonable adjustments in order to remove barriers to accessing the curriculum, allowing all pupils and prospective pupils with a disability to be granted full access to full participation in all curricular and extra curricular activities that Delph Side Community Primary School has to offer.

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Principles

Delph Side Community Primary School recognises it's duty under the DDA to:-

- Not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not treat disabled pupils less favorably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)

Delph Side Community Primary School recognises and values parents' knowledge of their child's disability and it's effect on his or her ability to carry out normal activities, and respects the parents and child's right to confidentiality.

Delph Side Community Primary School is committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum Framework (2000), which underpin the development of a more inclusive curriculum:

- Setting suitable challenges,
- Responding to pupils diverse learning needs,
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Accessibility Pledges

Education and Related Activities

Delph Side Community Primary School will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. In addition, we are proactive in procuring advice from local partner Specialist schools.

Physical Environment

Delph Side Community Primary School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

Provision of Information

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Delph Side Community Primary School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

How information will be shared with parents

Parents will be informed directly about any adaptations that have been made to support their child accessing the curriculum. This may include adjustments to the school environment.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resources Committee.

Aim 1: To increase the extent in which pupils with a disability can access the school curriculum.				
Objective	Actions	Time Scale	Lead	Success Criteria
To ensure the school is prepared for pupils with a disability.	<ul style="list-style-type: none"> • Audit of SEND training and resource needs • From allocation of a school place, school attends appropriate meetings • CAF put in place where needs are identified • TAF meetings take place regularly • Site meeting set up to look at potential work needed to school site to meet individual needs • Additional work is completed • Carry out work to ensure the premises are adapted to meet the needs of learners with visual impairment 	On-going	Liz Burton	<ul style="list-style-type: none"> • Additional needs identified as and when they occur • Staffing adjusted accordingly • Building work carried out when necessary • Staff aware of pupils needs • Pupils able to access the curriculum

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<p>To ensure all pupils have access to a broad and balanced curriculum.</p>	<ul style="list-style-type: none"> • Curriculum maps are monitored focusing on needs of all pupils in school • Enrichment activities are monitored and accessible to all • Support focuses on pupil needs and targets progress for pupils with SEND • PIVATS are used and understood by key staff so that they are used to plan and monitor attainment and progress • All pupils have access to differentiated curriculum • Pupils requiring additional adult intervention are supported where necessary • Pupils are supported with a graduated response in line with the SEND Code of Practice 2015 	<p>On-going</p>	<p>Liz Ormerod/ Liz Burton</p>	<ul style="list-style-type: none"> • Pupil needs reviewed cyclically as part of the Pupil Progress/ SEN cycles per term and needs identified and planned for termly • Curriculum reviewed and changes planned if necessary • Support is planned out focusing on need and enables participation of SEND pupils • On-going monitoring of processes • Staff CPD up to date and relevant to support pupils needs
<p>To ensure that pupils with SEND have the opportunity to engage fully in PE and school sport.</p>	<ul style="list-style-type: none"> • Inclusion events are mapped out for the year with West Lancs Sport Partnership • Opportunities for out of hours school sport is available and targeted for pupils with SEND • All pupils have the opportunity to represent the school 	<p>On-going</p>	<p>Ryan Ward</p>	<ul style="list-style-type: none"> • Pupils with SEND have accessed inclusion events and inclusion in PE • Inclusion events are mapped out for the year and are targeted at named pupils • Systems have been developed to monitor representation at inter and intra school sport • Opportunities are developed for all targeted pupils to compete in events and festivals regularly with the school hosting • Pupils with Complex needs accessing physical activity outside of school where appropriate

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<p>To ensure that pupils with low levels of Speech, Language and Communication make progress and access the curriculum</p>	<ul style="list-style-type: none"> • Pupils assessed on entry to Nursery and Reception • Pupils regularly assessed and progress monitored • Staff deliver interventions that are appropriate to aid progress • Specific identified pupils receive in house 1 to 1 SLC support 	<p>On Entry Termly review</p>	<p>Heather Hains/ Liz Burton</p>	<ul style="list-style-type: none"> • Pupils identified and support plans written • Pupil needs reviewed as part of the Pupil Progress/ SEN cycles per term and needs identified and planned for termly • Curriculum reviewed and changes planned if necessary • Support is planned out focusing on need and enables participation of SEND pupils • On-going monitoring of processes
<p>To review all statutory policies to ensure that they reflect inclusive practice and procedure.</p>	<ul style="list-style-type: none"> • A policy review timetable is established • Policies are reviewed and checked by governors to be inclusive 	<p>On-going</p>	<p>Liz Ormerod/ All staff subject leaders</p>	<ul style="list-style-type: none"> • Policy Review Timetable in place and shared with key staff/governors • Termly – policies are reviewed and checked by governors that where appropriate they are inclusive
<p>To establish close liaison with parents/carers</p>	<ul style="list-style-type: none"> • Establish regular parent voice meetings for pupils with disabilities • Continue to develop the website to allow parents/carers to view the work of their child • Develop strategies/events across the cluster for pupils with disability • Open door policy to meet with SENCO, Family Wellbeing Coordinator or Class teachers 	<p>On-going</p>	<p>Liz Burton</p>	<ul style="list-style-type: none"> • Systems of communication in place • Website is developed further to support communication with parents • Website contains statutory information • Parent involvement inclusion events mapped out • Events are reviewed and future events mapped out

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To establish close liaison with outside agencies for pupils with on-going health needs.	<ul style="list-style-type: none"> • Ensure the school is represented at key meetings • Role of SENCO/ Family Wellbeing Coordinator established further to promote collaboration • SENCO and Learning mentor to attend half termly cluster meetings • Continued development of relationship with Kingsbury Special School 	On-going	Liz Burton	<ul style="list-style-type: none"> • Relationships with cluster schools established • Kingsbury Special School worked with to develop provision • Regular meetings set up between SENCO/ Learning Mentor to support identified pupils and families • Learning Mentor fully trained up to access additional support
To ensure that Teaching assistants have access to training with regard to SEND	<ul style="list-style-type: none"> • Identify training needs for TAs as and when needs are presented • Ensure TA have access to appropriate CPD • TA appraisal 	On-going	Liz Burton	<ul style="list-style-type: none"> • SENCO to be aware of individual staff training needs • TAs access training where appropriate • Pupils making progress following training

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Objective	Actions	Time Scale	Lead	Success Criteria

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<p>To continue to monitor the physical environment</p>	<ul style="list-style-type: none"> • The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. • Current situation –full disabled access to all areas of the premises – building and grounds • Maintenance and annual service of lift, fixed hoist and mobile hoist • Future work is carried out following DDA guidelines 	<p>On-going</p>	<p>Joanne Whitfield</p>	<ul style="list-style-type: none"> • Premises reviewed termly at Governors Resource Committee • Fully compliant in all aspects of premises health and safety • PEEP in place for Pupils/staff with additional needs • Ensure work is in line with Disability guidance/laws • All work supports the promotion of equality of all • Risk assessments completed for pupils/staff with additional needs
<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<ul style="list-style-type: none"> • To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed • Staff training as and when needed • Medical needs register maintained 	<p>On-going</p>	<p>Nicola Littler</p>	<ul style="list-style-type: none"> • Medical Needs Register is updated – reviewed termly or as and when new pupils arrive/highlighted as having a need • Subsequent training needs have been identified and training has taken place • Transition meetings take place for pupils moving to a new school/setting
<p>Ensuring disabled parents have every opportunity to be involved.</p>	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents 	<p>On-going</p>	<p>Liz Burton</p>	<ul style="list-style-type: none"> • Information is collected about access requirements for disabled parents • Actions have been targeted from collection of information • Actions reviewed and evaluated

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<p>Ensure resources support creativity for pupils with disability.</p>	<ul style="list-style-type: none"> Resources are audited to ensure all pupils can participate in creative activities All pupils access activities to develop creativity which are differentiated where necessary 	<p>On-going</p>	<p>Liz Burton/ Subject leaders</p>	<ul style="list-style-type: none"> Resources audited Planning reflects differentiation for activities targeting creativity for pupils with a disability Resources/ differentiation fully developed to support creativity for pupils with disability Regular parent pupil events are held to support creativity for pupils with a disability
<p>To establish sensory provision and sensory areas in school to support pupils with SEMH needs.</p>	<ul style="list-style-type: none"> Access funding funding via bids Create a sensory room at the back of the portacabin Procure sensory resources to enable classes to provide a sensory diet to those pupils that require it Staff training on providing sensory diet 	<p>On-going</p>	<p>Liz Burton</p>	<ul style="list-style-type: none"> Funding secured Provision in place and accessed Children with SEMH identified and supported by accessing sensory diet daily Outside agencies utilising space

<p>Aim 3: To improve the availability of accessible information to disabled pupils and their families.</p>				
Objective	Actions	Time Scale	Lead	Success Criteria

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Review information to parents/carers to ensure it is accessible.	<ul style="list-style-type: none"> • Provide information and letters in clear print in "clear" English. School office will support and help parents to access information and complete school forms • Ensure website and all documents are accessible via the school website can be accessed by the visually impaired (explore feasibility of possible link through you tube/external links). 	<p>During induction</p> <p>On-going</p>	Joanne Whitfield/ Office Admin	<ul style="list-style-type: none"> • Increase in use of email, Seesaw and Weduc to communicate with parents • Increased number of documents on the website . ongoing development re access for visually impaired. • Parents able to access all documents • EAL parents supported to have documents translated • Parents able to access paper copies of documents on request.
Improve the delivery of information in writing in an appropriate format	<ul style="list-style-type: none"> • Create 'dyslexic' friendly classrooms where all pupils find information accessible • Use of wave 1 strategies • Staff training/information re: dyslexia and visual stress 	Ongoing	Liz Burton	<ul style="list-style-type: none"> • Classrooms and resources equipped to make them more dyslexia friendly • Use of harsh and distracting colours in classes kept to a minimum – displays backed in hessian • Teachers using 'dyslexia' friendly fonts • Coloured paper/overlays used where appropriate and need identified.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	<ul style="list-style-type: none"> • Access to translators • Sign language interpreters to be considered and offered if possible • Use of Rebecca Hirst to deliver 'Makaton Sign' where appropriate • Letters translated 	Ongoing – where necessary	Liz Burton (SENCO) Chloe Breckell (EAL)	<ul style="list-style-type: none"> • Parents and pupils able to access and understand information given • Letters translated • Use of apps to support translations

Management, coordination and implementation

The SENCO and governing body of Delph Side Community Primary School are responsible for this plan and will report on it annually. The SENCO will review and revise the plan on an annual basis and report to governors. Detailed analysis of termly tracking

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assessments end of key stage assessment data will be used to evaluate the plan and the views of parents and pupils will also be considered in the evaluation process.

Availability of the school's plan

This plan is available to view/download from the school's website: www.delphside.lancs.sch.uk or can be obtained as a paper version from the school's office.

Liz Burton – SENCO