



ACCESSIBILITY AUDIT 2017

Access to the Curriculum

Audit undertaken by: Alison Dear & Rona Arkle, Governors
Date: February 2017, with further update January 2018
Signed:

A handwritten signature in black ink, which appears to read 'Rona F.M. Arkle'.

Review date: March 2020

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1 Introduction & aim

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that *“schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”*. According to the Equality Act 2010, a person has a disability if:

- a) he or she has a physical or mental impairment, and
- b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

To comply with the Equality Act 2010, all schools are expected to have an Accessibility Plan. We are required to make ‘reasonable adjustments’ to our policies, procedures and practices to accommodate pupils with any disability as fully as possible in school life. This includes current pupils, and potential future pupils.

Three aspects of accessibility need to be considered:

- Accessibility of the premises
- Access to the curriculum
- Access to information

The aim of this audit was to assess how accessible the curriculum at Orton CE School is to pupils who have any disability. The other aspects are being audited separately & recommendations from each audit will be taken forward through the appropriate governance route.

This audit aims to identify the ‘actual’ within Orton School, and the outcomes will be used to inform the governing body’s Accessibility Plan to ensure access to education for disabled pupils.

2 Approach to disability

The traditional approach to disability personalises the issues by viewing disability as a degree of impairment or functional limitation. Impairment may result from physical, sensory or mental factors, which either prevents someone from undertaking a particular task/activity or requires him or her to accomplish that feat in a manner different from that considered “normal”. Simple examples are the use of a wheeled vehicle rather than walking, audiotape rather than the printed word, or sign language as an alternative to spoken communication.

Increasingly opinion is departing from this model by using an approach which de-personalises disability. In this model, impairment remains as a personal characteristic but disability is the result of barriers in the environment or within the structure of society and its attitudes which result in the loss or limitation of opportunity to play a full role in the community.

We will treat any (potential) barriers identified through this audit as opportunities to modify or improve the curriculum to make it more accessible in future.

Inclusive education requires (NCSE, 2011):

- A curriculum in place which is capable of setting suitable learning challenges for the diversity of learners (including those with SEND)
- Teachers equipped to respond to pupils’ diverse learning needs
- Potential barriers to learning and assessment to be overcome so that children with SEND can access the breadth of the curriculum at a level which meets their learning needs.

3 Methodology

Two governors met with a group of staff in school on 17 February 2017:

- Mrs Pomfret, Headteacher
- Mrs Simpson, Class 3 teacher & curriculum leader of music/RE
- Mrs Green, HLTA & curriculum leader of ICT
- Mrs Woodmass, Class 1 teacher & SENDCo

A question set (see Annex 1) was developed, based on guidance & other examples, & was used to guide discussion. This covered the following aspects:

- Identifying needs
- Resources
- Participation
- Training
- Policies

4 Audit findings

Orton School aims to offer a full and varied curriculum to all pupils. The weekly timetable includes:

- English – phonics, reading, writing, comprehension
- Maths
- Science
- PE – typically in a school year this will include basic moves, gymnastics, quiksticks hockey, kwik cricket, tag rugby, athletics, swimming
- RE – including collective worship as well as lessons

Throughout the year, lessons also include:

- History
- Geography
- French
- Computing – computer science, IT, e-safety & digital literacy
- Music
- Art & design
- Design & technology

Use of a whole-school topic approach regularly provide cross-curriculum links (eg recent WWII topic in history was also used to promote writing, cooking, etc).

The school also offers a number of extra-curricular activities including:

- Choir
- Educational day trips (from Nursery upwards)
- Annual residential trip (for Y3 upwards)
- Breakfast & after-school club

The audit findings are summarised below:

Identifying needs	<ul style="list-style-type: none">• A whole school approach is taken, with staff meetings/INSET days at the start of the academic year in September used to discuss the progress/needs of every child
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	<ul style="list-style-type: none"> • Early engagement with families, prior to a child joining the school, help to identify any specific needs & requirements for outside support • Regular assessments of academic progress are undertaken systematically for all pupils, & extra support will be put in place if a need is identified • A “provision map” – highlighting needs by year group – is used to deploy support staff effectively • “Wedge model of need” (Emma, can you explain what this is please?) • Teachers take time to build up a picture of each individual child in their class, to ensure that any personal/social needs are also supported • IEPs are reviewed termly
Resources	<ul style="list-style-type: none"> • There is no list/audit of SEN resources, but staff talk to each other & use existing resources imaginatively to develop appropriate support strategies for individual children • TA support is deployed to support individual children in class or in small groups • Graded ICT programmes are available • Some specific resources are available to support children with dyslexia (eg coloured pages, use of whiteboard backgrounds) – although much support is through teaching/learning strategies rather than ‘things’ • The availability of professional support from organisations external to the school has reduced in recent years, but this situation appears to be starting to improve (in response to specific needs identified) • Attempts are being made to increase awareness of diversity through selection of books, charitable & church activities (eg Children in Need, Remembrance Day, twinning with Busunga school), & recent initiatives as part of the ‘global awareness’ objective in the School Development Plan
Participation	<ul style="list-style-type: none"> • Each class covers 2 year groups, & a range of abilities – work in class is differentiated to suit the abilities of all pupils, as normal practice • Examples of activities being modified to enable children to participate were given – eg a child may be happier using a chime bar rather than a recorder; a child may do gymnastics in plimsolls rather than bare feet • Residential are planned taking into account any specific needs (eg medical, behavioural, ability) of children in the class, to ensure that all children can take part in all activities. Extra staffing & transport needs are considered as part of the risk assessment process • Family groups at lunchtime ensure younger children or those with specific needs are supported by older children/staff
Training	<ul style="list-style-type: none"> • Staff have a range of experience of working with children with a range of disabilities & special needs • After a period of some years when training was not widely available, some staff received training on dyslexia support in early 2017 • More recently (Dec 2017/Jan 2018), whole staff training on sensory processing has taken place. Further training is planned on fine motor skills & on autistic spectrum disorder
Policies	<ul style="list-style-type: none"> • SEND policy was approved in 2015 (subsequently reviewed/updated?)

5 Other evidence

Our 2017 parent’s survey included a question on accessibility. Parents were asked to what extent they agreed with the statement “The school is accessible & includes each individual child in all activities”. 96% of respondents agreed or strongly agreed with this statement, 3% disagreed.

Responses from parents to the open question on areas for improvement included two comments relating to SEND:

- One parent noted that it was important to help children with SEN to gain more independence
- One parent felt that the school needed to “push” harder to gain extra help (expert help from outside of school) for individual children with SEN

6 Conclusions

No specific recommendations for improvement are made following this audit. Adjustments are made as part of ‘normal business’ if a pupil with specific needs joins the school, to enable them to participate fully in the school curriculum.

Consideration should be given to funding relevant training for staff, including teachers & TAs, to enable them to support children with SEND.

Annex 1 – Question set

Identifying needs <ul style="list-style-type: none">• Is there an audit of the range and numbers of children with disabilities or additional needs within school?• How are new pupils who may need additional or alternative provision identified?• How are outcomes for children with disabilities measured?• How is effective collaboration between school and families, and school and external agencies facilitated?• Are there any areas of the curriculum to which children with disabilities have little or no access?• Has an audit of the PE curriculum, teaching and equipment been carried out?• Does it include an assessment of how all children can have [modified] access to PE?• Can all pupils access all PE curriculum?
Resources <ul style="list-style-type: none">• Is there a current audit of SEN resources, including ICT, available?• Is this list available to all staff?• Is training up to date/available for current resources?• Is there provision for a 'Wish List' of resources to inform future planning/training/budgets, or to meet known future needs?• Is there sufficient representation of role models or images of disabled people in school?
Participation <ul style="list-style-type: none">• How do staff seek to remove barriers to learning and participation for children with additional needs?• Please provide examples of how children with disabilities have been included in the curriculum• How do you provide access to computer technology appropriate for children with disabilities?• Are all classrooms optimally organised for meeting the needs of children with disabilities?• Do staff recognise and allow for the mental effort expended by some children with disabilities, for example using lip reading?• Are all staff encouraged to recognise and allow for the additional time required by some children with disabilities to use equipment in practical work?• How do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?• Is access to science and technology restricted through physical disability, visual impairment or other learning support need?• Do other issues affect the participation of children with disabilities? e.g. bullying, peer relationships, personal care needs, support with medication etc.• Are there any arrangements to support lunch and break times for pupils with social/interaction impairments?• Are all children and young people encouraged to take part in music, drama and physical activities?• Are all educational visits made accessible to all children irrespective of attainment or impairment?• Do visits have to be adapted in any way to allow for accessibility?• Is participation in school productions, after school clubs, team sports, choir, school council, visits and residential visits, restricted in any way for any child?

Training

- Is training available for staff in identifying children with specific learning difficulties?
- How do you ensure that teachers and teaching assistants have the necessary training to teach and support children with disabilities and additional needs?
- Do staff identify what training they require to support their own development? Are they able to access this training?
- Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?
- Is TA support sufficiently and effectively deployed?

Policies

- Do all policies consider the implication of disability access, and comply with the Equality Act 2010?
- Do all policies reflect inclusive practice and procedure?
- Is the SEND policy current and actively referred to by staff and governors?