

# RUSHEY GREEN PRIMARY SCHOOL



## Draft Accessibility Policy and Plan

**Approved by:** Resources Committee

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**Signed:**

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**Next review due by:** April 2021

# RUSHEY GREEN PRIMARY SCHOOL

## Accessibility Policy and Plan

### PRINCIPLES AND OBJECTIVES

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. The Equality Act 2010 replaced nine major Acts of Parliament, as well as almost a hundred sets of regulations, dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The law makes it easier for school leaders and governors to understand their legal responsibilities and tackle inequalities in education.

It covers all aspects of school life to do with how the school treats pupils and prospective pupils, parents and carers, employees and members of the community. Everything the school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, the school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- Admissions.
- The way it provides education for pupils.
- How it provides pupils access to any benefit, facility or service.
- Excluding a pupil or subjecting them to any other detriment.

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.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Rushey Green Primary school recognises its duty under the DDA (as amended by the SENDA):

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

The school provides 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 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Curriculum Access: Teaching, Learning and Assessment**

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a mainstream primary school we cannot replicate the range of support and resources that a special school can provide. However, the school has successfully supported pupils with a range of disabilities - hearing impairment, autistic spectrum conditions, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers/professionals
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Additionally, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENDCO teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing impairment and those with specific learning difficulties is carried out as required.

Pupils at Rushey Green Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports

- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan.

The school's Health and Safety Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

The areas considered in the action plan are:

**To be aware of the access needs of disabled children, staff, governors, parents and carers including access for parents/carers who have a visual impairment**

- The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trust.

**Maintain safe access and egress for people with additional needs and disabilities**

- The school will take account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible facilities and fittings
- The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

This Accessibility plan has been developed in consultation with the staff and governors of the school and covers the period from March 2016- September 2019.

**Management of the Plan**

- The governors Premises Committee will be responsible for the strategic direction of the School's Accessibility Plan.
- The governors Finance Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.
- Progress of the Plan's priorities will be reported to the premises committee at least once per year.

Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office.

The following is an excerpt from the Rushey Green Admissions policy

### **Rushey Green School Mission Statement**

We aim to work in partnership with parents to provide an education of the highest quality, which celebrates everyone's success in a happy, caring, creative environment where all our differences are valued.

### **WE ADMIT PUPILS TO THE SCHOOL ACCORDING TO THE POLICY AGREED BY LEWISHAM EDUCATION FOR COMMUNITY PRIMARY SCHOOLS**

1. The school has a maximum intake of 90 pupils in the reception year and is currently over subscribed
2. Places are offered in the following order:
  - Children in public care (also called looked after children (LAC))
  - Children who have a severe medical or social need
  - Applicants who have a brother or sister attending the school on the intended date of admission
  - Children who live closest to the school
3. For admission into reception, the LA uses a measurement of home to school gate (front or back gate, whichever is nearer). All measurements are made with the same measuring gauge on a large-scale map.

**NB THERE IS NO AUTOMATIC TRANSFER FROM THE NURSERY TO THE SCHOOL**

For more information on the Lewisham admission criteria please view:

<https://www.lewisham.gov.uk/myservices/education/schools/school-admission/applying-to-start-primary-school/Pages/Admissions-policy-for-community-primary-schools.aspx>

# Accessibility Plan

Targets	Strategies	Timeframe	Responsibility	Success Criteria
<p>To be aware of the access needs of disabled children, staff, governors, parents and carers</p>	<p>a) Create access plans for individual disabled children as part of the IEP and/or EHCP process</p>	<p>As required</p>	<p>SENDCO/ Class teachers</p>	<p>IEPs/access plans are in place for disabled pupils; all staff are aware of pupils' needs.</p>
	<p>b) Ensure visitors and staff can access all relevant areas of school</p>	<p>ongoing</p>	<p>Headteacher/ Premises manager</p>	<p>Passports are in place for all children with SEND Staff and governors are confident that their needs are met</p>
	<p>c) Issue an annual reminder to parents/carers through the newsletter to inform the school of any problems with access</p>	<p>annually</p>	<p>Headteacher/ Health and Safety committee</p>	<p>Lifts available to first floor Continual monitoring to ensure any new needs are addressed</p>
	<p>d) Staff to share SEND passport information with volunteers and support staff to ensure continuity of care for the children</p>	<p>ongoing</p>	<p>SENDCO</p>	<p>Parents have full access to all areas of the school Volunteers are aware of the needs of all children with SEND</p>

<p>Ensure all disabled people in the building can be safely evacuated</p>	<ul style="list-style-type: none"> <li>a) Ensure there is a Personal Emergency Evacuation Plan (PEEP) for all disabled pupils</li> <li>b) Ensure all staff are aware of their responsibilities in the event of a fire drill or emergency evacuation</li> <li>c) Ensure that staff are aware of need to keep fire exits clear</li> <li>d) Provide training in manual handling</li> <li>e) Provide Visual Alarms for the Deaf Centre children.</li> </ul>	<p>ongoing</p>		<p>PEEPs in place</p> <p>All disabled personnel and pupils in the building have safe, independent exits and are evacuated in line with the set procedure and in good time</p>
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<b>Targets</b>	<b>Strategies</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Ensure curriculum access for all children	<ul style="list-style-type: none"> <li>• Use of P levels to assist in the development of assessment for children with additional needs</li> <li>• Continuous professional development (CPD) for support staff for differentiated in specialised teaching methods such as PECS</li> <li>• Development of ICT and Multi-media activities to support most curriculum areas</li> <li>• Workstations set up for children who have social communication needs such as Autism</li> </ul>	Ongoing	SLT/SENDCO	Disabled children are fully supported and engaged throughout the school day
All school journeys and visits need to be accessible to all pupils as far as possible	<ul style="list-style-type: none"> <li>• Ensure venues and means of transport are vetted for suitability</li> <li>• Develop guidance on making trips accessible</li> </ul>	ongoing	EVC/SENDCO	All pupils are able to access school journeys and take part in a range of activities
Review PE Curriculum	<ul style="list-style-type: none"> <li>• Review PE curriculum to include disability sports</li> </ul>	ongoing	SENDCO & PE Coordinator	All pupil have access to physical education and are able to excel
Ensure disabled children can take part equally in lunchtime and after-school activities	<ul style="list-style-type: none"> <li>• Ensure support for targeted pupils at break and lunchtimes</li> </ul>	ongoing	SENDCO and Lunch time supervisory staff	Children with additional needs are supported during unstructured times