



St. Elisabeth's C.E. Primary School

# **ACCESSIBILITY PLAN**

## 1. Definition of Disability

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleagues'.

'Many children and young people who have SEN may have a disability under the Equality Act 2010 that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise. 'Long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people.

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

## 2. Information on Pupils

We have reviewed the school population and identified specific pupils have the following needs:-

- Cognition and learning
- Sensory and physical
- Communication and interaction
- Social, emotional and mental health.

Monitoring and tracking of all pupils' attainment, progress and attendance is carried out and pupil and parental views are sought and discussed at parent evenings and at twice yearly reviews for SEND pupils. Parents are welcome in school at any time to discuss any difficulties they may be experiencing. The School Council is also active in considering the needs and opinions of all children.

### 3. Communication

St Elisabeth's communicates to Governors and records any incidents of disability discrimination in our Bullying Log or Racist Log. Any incidents are reflected upon and appropriate action put in place e.g. training, workshops for pupils.

### 4. Information on Parents, Carers and other Adults

As part of admissions procedures, we will ask parents/carers if they are disabled and if they have any access needs which would make it easier for them to attend parents/carers evenings and otherwise participate in school life in the same way as other parents/carers. St Elisabeth's School recognises that parental/carer involvement can be the key to a pupil's achievement and access to educational opportunities. Under DDA Case Law, if a disabled person has informed part of an organisation that he or she is disabled, it is then legally binding for that organisation to ensure the disabled person is not discriminated against and that "reasonable adjustments" are explored. St Elisabeth's School shares information about disability, but also about balancing the disabled person's possible concerns that this information is kept confidential. Parents and pupils who believe the school will handle sensitively any information about a disability are more likely to the sharing of that information, therefore it is important that we are active in promoting positive attitudes to disabled people in our school.

### 5. The School's Strengths in working with Disabled pupils

School staff have experience in working with a range of disabled pupils. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

The school subscribes to the LA training for support staff. Further specific training is undertaken as appropriate. There is regular liaison with a range of Outside Agencies who offer advice, guidance and support. These agencies include:

- The Learning Support Service
- The Educational Service for the Sensory Impaired
- Speech and Language Therapy Service
- Occupational Therapy Service
- Children's Physiotherapy Service
- HYMS (Healthy Young Minds Stockport)
- Psychology Service
- Inclusion Officer
- Manchester Children's Hospital (Specialist Nurses e.g. diabetic, epilepsy and enuresis)
- Behaviour Support Service

- Primary Jigsaw
- Primary Inclusion
- Ethnic Diversity
- Edge (Inclusion Partners)

Systems are in place to ensure a smooth transition from Nursery to Primary and also from Primary to Secondary Education.

All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extracurricular activities and off-site visits. A Provision Map is in place to show the range of resources and support mechanisms.

The physical layout of the school presents some difficulties for non-mobile pupils. Access to the first floor is not possible but adjustment to placement of classes could be made in future if necessary. Ramps have been built around school to allow access to the ground floor school building.

#### 7. Actions Plan 2014 – 2017

In September 2015, the school moves to two sites; the second site will have a Nursery Class on the ground floor, with a KS2 Classroom on the first floor. Other rooms available will be used for small group teaching, therapy and/or intervention strategies by school staff or by outside agencies to support all our children's needs.

The new building will be fully compliant with all the current legislation linked to accessibility e.g. there will be a lift from ground to first floor. Consideration will be given to colour schemes and flooring. Consideration will also be given to access to the curriculum through IT aids, visual timetables, specific ipad apps etc., in line with current School Policy.

- To raise awareness for all staff of what the DDA expects of them the range of disabilities and the need to modify instructions/homework/letters home etc.
- To raise awareness for all governors of what the DDA expects of them
- To set up a discrete grouping covering "disabled pupils" to facilitate the analysis of outcome data.
- To include a request for information regarding disabilities in the family in the next admissions letter (include a disclosure tick box).
- To monitor and, if necessary modify dinner times and break times.
- To continue to monitor and improve positive discrimination/more favourable practice.
- To include the issue of disability awareness on School Council Meetings.
- To ensure all relevant school policies reflect disability equality.
- To continually monitor and evaluate the plan.
- To audit existing provision.

### **Audit of existing provision**

- Liaison with external agencies and services regarding individual pupils (physical, sensory, learning behaviour).
- Using specialist teachers to support learning and give pastoral and inclusion support.
- Ensuring detailed pupil information is given to staff.
- Organising LSA deployment to cover a mix of curriculum needs.
- Ensuring that access arrangements are made for SATs (extra time, reader/amanuensis)
- Ensuring a bank of specialist resources to support specific need (scissors, adapted computer keyboard, adapted computer mouse etc.).
- Undertaking half termly monitoring and target setting across the curriculum for all pupils.
- Ensuring all pupils are involved in target setting and Access Plans. EHCP/SEND Support Plan.
- Using 'P' Scales where appropriate to measure the progress and achievement of specific pupils and set attainable targets with high expectations.
- Encouraging and supporting the development of clear, well presented visual aids and timetables in all classrooms to support the learning of all.
- Encouraging the use of writing frames to give structured support where needed.
- Ensuring that School trips are accessible to all children.
- Using a range of teaching methods and styles to facilitate access for all student's – e.g. appropriate use of language, questioning techniques, paired work, group work, 'mind friendly' learning techniques to suit all learning styles – visual, kinaesthetic and auditory.
- Peer tutoring/conferencing.
- Raising awareness of disability training through PSHE and SEAL.
- Development of mutual support and understanding between colleagues in working with pupils with disabilities.
- Wheelchair access to the building.
- Disabled toilet facilities.
- Washing and changing facilities available.
- Adapted furniture.
- Appropriate space to meet with parents/carers.
- Space for small group/individual work for targeted learners.
- Availability of storage for equipment and personal possessions.
- Physical environment that is welcoming and safe.
- Handrails on stairs.
- Open door policy.
- Chairs in class and the hall (for assemblies and dining).

Review Date: March 2018