



## **Acle St Edmund C of E Accessibility Plan – 2018 - 2020**

Plan agreed: September 2018

Plan Review: September 2020

Lead member of staff: Paul Henery

This plan is a revised and updated version of the school's original accessibility plan which was produced following an accessibility audit. It follows on from the previous plan in place, from 2016. It should be read in conjunction with the school's current Equality Objectives.

### **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:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## Our School Values and Vision

Acle St Edmund Primary school was founded by the Church of England in 1860 to educate the children of the village of Acle. This continues to be its central purpose, and it welcomes children of all faiths and none, from within its catchment area and often beyond. It maintains close links with the parish church of St Edmund and with other church communities. It aims to provide an education of the highest quality and, through the experiences it offers to all its children, seeks to support them in developing their own moral, spiritual and ethical standpoint.

The school's ethos is shaped by its Christian foundation, and its core values include the following:

- Each person is unique and to be valued
- Respect for self and others
- Compassion
- Responsibility
- Fairness
- Tolerance

### Learn more:

We encourage *all* children to be confident and successful learners. We support them, whatever their level of attainment, to make good progress and fulfil their potential. They develop the highest level of skills and attitudes they can, within an exciting and challenging curriculum.

### Think more:

We give opportunities for *each* child to develop independence and a sense of enquiry, so that they can express and develop their own creative ideas. They develop their unique talents and interests while working cooperatively with others.

### Be more:

We provide a safe and caring environment where children have high standards of behaviour and respect for all. Within this community, children can become active citizens who understand their rights and responsibilities, in a technologically-advancing and diverse world.

## Improving access to the physical environment

*Acle St Edmund Primary provision overall is good (SEF 2015), with improvements made to the wheelchair accessibility of the school in 2010.*

*We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Our self-review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's needs are known.*

*Building work in the past decade has ensured that the school is very accessible. We consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works. We work with SPIRE to maintain and improve the school buildings and environment.*

<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
School is aware of the access needs of disabled children.	Create access plans for individual disabled children as part of Learning Plans	On-going	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
All building work complies with Norfolk Accessibility guidance.	Share Norfolk accessibility toolkit with relevant personnel and contractors. All SPIRE plans created, to comply with accessibility demands.	On-going	Headteacher/ Strategy and Resources committee	On-going improvements in access to all areas when undertaking routine and maintenance works.

Physical environment of school remains attractive and engaging for all	The school will take account of 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.	On-going	Headteacher / SPIRE surveyor / S and R committee	All school improvements support accessibility
Pupils with medical needs are fully supported	Provide training in use of Epi-Pen (for all); Headteacher to complete online training for epi pen use; administering medicines (for qualified first aiders)  All policies relating to medical needs will take account of DfE guidance document "Supporting pupils at school with medical conditions".	November 2018	Headteacher	Training delivered in a timely way, and updated as necessary
Ensure that all disabled pupils can be safely evacuated	Write Personal Emergency Evacuation Plans for all children who need them	On-going	SENCO	All disabled children and staff working with them are safe and confident in event of fire.

### Improving access to the curriculum

*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 and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and*

*eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.*

*Teachers at Acle Primary plan and deliver consistently good lessons. Teachers' planning is differentiated to take account of the individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.*

*It is the role of the SENCO (Mrs Gentle) to line manage and deploy Teaching Assistants, along with the Headteacher. She co-ordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and wider school context. The SENCO also coordinates advice given by outside agencies and ensures its full implementation.*

*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. Sound fields and ELKLAN communication principles are two examples of ways in which the school promotes inclusion for all.*

<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
Increase confidence of staff in differentiating the curriculum	Maintain link with John Grant Special School – further visit of TAs to observe 'box' work and implement with pupils with higher SEN needs.	Aut 18	SENCO	Raised confidence of staff in dealing with these children as part of quality first teaching.  Improved independence and progress of pupils concerned

<p>Improve SEMH provision for pupils, so that they access the full curriculum with greater confidence and independence.</p>	<p>Appoint Well Being co-ordinator (MF) for 15 hours per week</p> <p>Train staff to run Circle of Friends / Brick Club for targeted pupils - MF</p> <p>Cascade Zap Assertiveness training to all staff – SG / ET</p> <p>Maintain cluster funding for EPSS contract, including SEMH and Respectrum</p>	<p>Sept 2018</p>	<p>HT / SENCO</p>	<p>Vulnerable pupils identified and given specific support and intervention</p> <p>Circle of Friends enables targeted pupils to interact better with their peers in school and at break</p>
<p>Ensure all staff are aware of, and able to use, SEN software and resources to best effect</p>	<p>Train all staff in specific interventions to support pupils : Clicker 7 to be used in all Years, from 2-6, for targeted pupils</p> <p>Spelling programme introduced Jan 18 to be continued, for RM</p> <p>Review interventions in place for targeted pupils, within pupil progress meetings ; plan CPD for TAs in line with appraisals and intervention outcomes.</p>	<p>On-going Clicker training : ET /EB / CG</p> <p>PH / RW</p>	<p>PH / SG</p>	<p>SEN resources used effectively to support targeted pupils in writing</p> <p>Outcomes show greater independence of pupils</p> <p>Spelling programmes for dyslexic pupils are effective in achieving accelerated progress</p>
<p><b>Targets</b></p>	<p><b>Actions</b></p>	<p><b>Timescale</b></p>	<p><b>Responsibility</b></p>	<p><b>Outcomes</b></p>
<p>To ensure that all pupils have sufficient activity and exercise over course of a week</p>	<p>Appoint sports coach to deliver a range of active learning modules both in school and after school.</p> <p>Eg Sensory circuits / energiser sessions Lunchtime activity sessions eg football and netball</p>	<p>Sept 18</p> <p>On-going</p>	<p>PH / Emma Taylor / GP</p>	<p>All children able to access a good range of physical activity and increase participation in sport.</p>

	Increase number of fixtures against local schools and enable more pupils to compete in those games			
Ensure disabled children participate equally in after school and lunch time activities	Survey participation in clubs at lunch and after school by disabled children	From Sept 18	GP / ET / PH	Disabled children confident and able to participate equally in out of school activities.

### Improving access to information

*We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language (including ELKLAN approaches); symbols on work; pre-printed / pictorial explanation of work or visual timetables. We aim, through our communications, to engage all of our parents / carers. Currently, we share information with parents / carers in a variety of ways including letters and weekly newsletters, 2Build a Profile and the school's website. In planning to make written information better available for disabled pupils and parents, we seek parental views on entry to the school so that we can accommodate and respond to specific needs.*

<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success criteria</b>
Review information to parents/carers to ensure it is accessible	<p>Ask parents/carers about access needs when child is admitted to school</p> <p>Review written communication annually (audit) to ensure readability</p> <p>Produce newsletter in alternative formats e.g. large print, Braille, if requested</p>	Annually	Headteacher	All parents getting information in format that they can access e.g. tape, large print, Braille.

<p>Inclusive discussion of access to information in all annual reviews</p>	<p>Ask parents/carers and children about access to information and preferred formats in all reviews</p>	<p>Spring 19 onwards</p>	<p>SENCO</p>	<p>Staff more aware of pupils' preferred methods of communication.</p>
<p>Children and teachers to become more aware of pupils' individual learning styles and access needs</p>	<p>Maintain a whole school transition process (including Pupil Passports) which enables all pupils to express their learning needs and helps teachers address accessibility issues when planning the curriculum</p> <p>Footsteps approach to be further developed ; review time scales for pupils completing them ; keep them at back of topic books for quicker access</p> <p>Deliver training on learning styles based on Myers Briggs principles</p>	<p>ongoing</p> <p>Annually (with mid year reviews)</p> <p>Aut / Spring 18</p> <p>Sept 18</p>	<p>All teachers, led by SENCO</p> <p>RW</p> <p>RW</p>	<p>Children able to articulate their access needs and understand their own learning styles.</p> <p>Pupils more confident at evaluating their own learning and giving views about curriculum design</p>

## Appendix

### **Improving access to the physical environment**

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, sound fields, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover IT equipment, desks, chairs, writing equipment, science equipment and the like eg through enlarged computer screens and keyboards, concept keyboards, communication aids such as talking tiles, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids (such as writing slopes) for children with motor co-ordination and poor hand/eye skills. In addition, we use weighted shoulder blankets and sensory wedge cushions to aid pupils' concentration.

### **Increasing the extent to which disabled pupils can participate in the curriculum**

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

### **Improving access to information**

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels) . This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

