

THE FEDERATION OF NETTLESTONE & NEWCHURCH PRIMARY SCHOOLS



ACCESSIBILITY PLAN

Date Agreed: September 2018

Review Date: September 2019

Signed:

A handwritten signature in blue ink that reads "DMF Botlett". The signature is written in a cursive style with a long horizontal stroke extending to the right.

Chair of Governors

Accessibility Plan September 2018

The Federation of Nettlestone and Newchurch Primary Schools strive to ensure that the culture and ethos of the schools are such that, whatever the abilities and needs of members of the school communities, everyone is equally valued and treats one another with respect. Pupils will be provided with the opportunity to experience, understand and value diversity.

We aim to uphold UNICEF Convention on the Rights of Children Article 23 (A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability.

The definition of disability is:

"A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse impact on his or her ability to carry out normal day-to-day activities".

(Equality Act 2010)

Physical or mental health impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

(NB: Equality Act 2010 definition of long-term is 12 months or more, however conditions such as cancer are included in the definition of disability)

We recognise:

- Our duty under the Equality Act 2010 (replacing the Disability Discrimination Act (DDA) 1995) and amendments within the SENDA legislation (2001)
- "It is unlawful for schools and Local Education Authority (LEA) to discriminate against disabled pupils in their admissions and exclusions, education and associated services"

School and LEAs must:

- Not treat pupils less favourably; and
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the "reasonable adjustment" duty)

Prepare for:

- entry to the school
- the curriculum
- teaching and learning, classroom organisation, timetabling, grouping of pupils, homework - to meet pupils individual needs
- access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers

- assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips
- the school arrangements for working with outside agencies
- pupil transitions to the next phase of the education

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

The strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment of the school includes things such as 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, adjustable lighting, blinds, inductions loops and way-finding systems. Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN Framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in the schools' curriculums.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

3 .Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils - such as handouts, timetables, textbooks, information about school events - available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be available within a reasonable time frame and take account of the pupils' and parents' preferred formats.

Other related policies:

Equality for disabled pupils is included as an explicit aim in all of the federation policies and is supported by the following policies including:

- Teaching and Learning
- Single Equality Policy - including our equality objectives
- SEND Policy and Local Offer
- Behaviour for Learning Policy
- Admissions Policy
- School Improvement Plan
- School Asset Management Plan
- Policy for school trips
- Inclusion Policy
- Exclusion Policy

Aims:

Across our Federation, we aim to include all pupils including those with disabilities, in the full life of the school. Our strategies to do this include:

- Having high expectations of all pupils
- Identify strategies to enable pupils to take part in the full curriculum including sport, music and drama
- Planning out-of-school activities including all school trips so that all pupils can participate
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning, learning and participation
- Ensuring the physical environment of the school is accessible and making reasonable adjustments where practicable and feasible
- Raising awareness of disability and promoting disability through training and pro-action
- Providing user friendly information, either written, verbal or symbols
- Using language which does not offend in literature, promotion material and raising awareness of the importance of language
- Ensure that reading, promotional material provides examples of positive images for disabled people.

Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Publications for Guidance

[The Equality Act 2010 - http://www.legislation.gov.uk/ukpga/2010/15/schedule/10](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10)

Accessible Schools: Planning to increase access to schools for disabled pupils - Issued to all schools in June 2002 (DfES Publications)

Schools Disability Code of Practice - Disability Rights Commission (DRC)

SEN Code of Practice - DfES

DfES Guidance on Inclusive Schooling - DfES

National Curriculum 2000 Inclusion Statement - DfES

DfEE: Access for disabled people to school - The Stationary Office buildings (BB91)

Useful telephone numbers:

Disability Rights Commission - 0207 828 7022

DRC Helpline - 0845 622 633

DfES Publications - 0845 60 222 60

Ofsted Publications - 020 7510 0180

The Federation of Nettlestone and Newchurch Accessibility Plan 2018 - 2019

IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOLS					
<u>Target</u>	<u>Tasks</u>	<u>Date to complete tasks by..</u>	<u>Resources</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Renovate toilet facilities to improve access for all.	<ul style="list-style-type: none"> • Ensure accessible toilet facilities @ NS accommodate provision for those not yet toilet trained. 	July 2019	Financial support to provide changing station and associated resources.	SENCO Exec Business Manager Senior Leaders	All pupils have access to appropriate toilet facilities across the Federation that promote independent health and self care.
	<ul style="list-style-type: none"> • Commission support from Hampshire to design new Lower KS2 toilet block @ NC to improve facilities and access. 	July 2019	Resources to be used from devolved capital budget - approx £16k	SENCO Exec Business Manager Senior Leaders	
	<ul style="list-style-type: none"> • Explore opportunities for facility decoration to promote positive self-image and positive mental health messages @ NC. 	July 2019	Material and time for volunteers to design and decorate facilities.	Art Co-ordinator PHSE Leads	

INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE FEDERATION CURRICULUM

<u>Target</u>	<u>Tasks</u>	<u>Date to complete tasks by..</u>	<u>Resources</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure ICT appropriate for pupils with disabilities	<ul style="list-style-type: none"> • Train staff on use of technology e.g. Dragon Speak, Communication device etc to facilitate independent study. • Involve pupils in review of hard and software 	July 2019	Time to facilitate training. Purchase of additional hardware as required.	SENCO	Evidence will demonstrate the positive impact that access to assisted technology has had on progress towards individual targets for identified pupils.
Devise programme of alternative education across the Federation to promote core skills in a highly engaging context.	<ul style="list-style-type: none"> • Commission support of outside providers and ensure that curriculum can be safely offered and timetable access. • Enable pupils to feedback to their peers about their units of study and what they have learned. 	July 2019	Cost of external provision Cost of transportation. Staffing.	SENCO	Evidence will demonstrate the positive impact that access to alternative education has had on progress towards individual targets for identified pupils.
Provide updated Speech & Language	<ul style="list-style-type: none"> • Commission support from the School Speech & Language 	July 2019	Free training. Staff meeting time allocation.	SENCO All staff.	Staff will report increased confidence, knowledge and

support for all staff across the Federation	Service to provide bespoke termly input.				understanding of Speech & Language difficulties and how to support pupils.
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IMPROVING THE DELIVERY OF INFORMATION TO PUPILS WITH DISABILITIES

<u>Target</u>	<u>Tasks</u>	<u>Date to complete tasks by..</u>	<u>Resources</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Further develop identified staff capacity to use alternative communication methods e.g. sign language, visual symbols, electronic communication device.	<ul style="list-style-type: none"> Audit training needs of staff Provide bespoke 1:1 training to ensure all staff feel confident in communicating with child with disabilities. Signpost external training offer to identified staff. 	July 2019	Staff time Cost of training	SENCO Named adults responsible for disabled pupils.	Staff will report improved confidence, knowledge and understanding of communication techniques as required.
Review suitability or otherwise of Home Learning for children identified as SEND	<ul style="list-style-type: none"> Complete Home Learning consultation across the Federation. Devise alternative access to Home Learning for children identified as SEND the matches targets required. 	October 19 th 2018 Nov 2018	Staff time Resources	All Staff Senior Leaders SENCO	All children will be able to access the requirements of Home Learning and demonstrate pride in their outcomes.

<p>Improve access to workshop presentations for parents including those with SEND.</p>	<ul style="list-style-type: none"> • Provide 1:1 support for parents who experience literacy difficulties. • Ensure as many parents workshops have supporting materials posted online (school websites / Facebook) with audio commentary for parents who struggle to attend/access the presentations. 	<p>Ongoing</p> <p>July 2019</p> <p>Materials posted following school delivery.</p>	<p>Staff time</p> <p>Staff time</p> <p>Resources</p>	<p>All staff</p> <p>All staff</p>	<p>Parents will report in the annual parent survey that they have either attended or accessed workshop materials designed to support their child's learning in school.</p>
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