



# **Accessibility Plan**

**July 2020 - July 2023**

# Introduction

## Schools' duties around accessibility for disabled pupils

Schools need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act (DDA) 1995 and have been replicated in the Equality Act 2010. Part 5a of the DDA 1995 requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan sets out how the Governing Body will improve equality of opportunity for disabled people. Normanton Common Primary Academy has due regard to the SEN Code of Practice 2014 and the Equality Act 2010.

The Governing Body has three key duties towards disabled pupils.

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

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

- Curriculum access - Increasing the extent to which disabled pupils can participate in the school curriculum;
- Physical access - Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- The access of information - Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This access plan incorporates the school's intention to increase access to education for disabled pupils.

According to the Equality Act 2010 a "disability" is defined as:

**'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.**

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'.

'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

Normanton Common Primary Academy is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Special Educational Needs and Disability (SEND)
- Equal Opportunities

**This plan considers the following three areas as identified in the introduction:**

- Increasing the extent to which disabled pupils can participate in the school's **curriculum** by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the **physical environment** of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the **delivery of information** to disabled pupils which is already provided to pupils who are not disabled. For example, Braille, audio tape, large print and the provision of information orally.

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

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with Special Educational Needs and Disabilities. Working with Educational Psychology Service, the SENCo and Inclusion/Safeguarding lead ensures additional resources are available where appropriate.

The school works closely with specialist services including:

- Wakefield LA Sensory Impairment Team
- Communication Interaction and Access Team
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy

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

This covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Normanton Common Primary Academy.

# Normanton Common Primary Academy

## Access Plan 2020-2023

### CURRICULUM ACCESS

Timescale	Actions to be taken	Success Criteria	Person Responsible	Progress
Ongoing	<p>To ensure that staff who have joined the school since initial training are made aware of the implications of the DDA i.e.</p> <ul style="list-style-type: none"> <li>• Setting suitable learning challenges</li> <li>• Responding to pupils' diverse learning needs and differentiating accordingly</li> <li>• Overcoming potential barriers to learning and assessment for individuals and groups of pupils.</li> <li>• To ensure all staff use these to inform differentiated planning and provision across the school.</li> <li>• To make all staff aware of available specialist support in the LA.</li> </ul>	<p>Evidence noted in lesson observation feedback and via learning walks.</p> <p>Staff are aware of available Support Services and are confident in requesting support eg triage, drop ins, SEN planning meetings.</p>	<p>Governing Body SLT SENCO</p> <p>SENCO</p>	<p>In- depth rigorous induction process ensures consistency of approach</p> <p>In- depth rigorous induction process Purposeful Drop-Ins and SEN planning meetings with external agencies</p>

All staff to offer quality first teaching with suitable differentiation and challenge.	Staff access suitable training tailored to their needs to ensure all children access a curriculum targeted to meet need.	SENCO SLT	Evidence of triangulation of information re progress and attainment in its widest sense e.g. feedback, marking, QA of work books
To identify and further clarify INSET needs.	Staff access suitable training tailored to their needs to ensure all children access a curriculum targeted to meet need.	SLT	See CPD Calendar
To source relevant and up to date ICT training/resources as necessary e.g. iPads, Clicker 6,	Children have access to appropriate resources and staff are trained in the use of this to support access	SENCO	Recent ICT purchase to support viewing the board
To source appropriate training relevant to individual needs	Staff training needs identified as part of ongoing PMA	SENCO	Staff PMA procedures under review
To analyse needs of potential intake for the following term/year to identify training needs	To provide training relevant to the whole school and individual pupil needs  Analysis of assessment relating to progress of pupils with disabilities via pupil progress meetings.	SLT  SLT	Cycle of review – see curriculum mapping links with provision mapping.

## PHYSICAL ACCESS

Timescale	Actions to be taken	Success Criteria	Person Responsible	Progress
Works carried out August 2020	New shower room, disabled toilet and changing station under construction	The new hygiene room provides an appropriate space for intimate care and disabled access	SLT SENCO	To be built August 2020 and developed for use from September
Termly	To ensure school and Waterton Academy Trust are aware of all areas of the school premises where there are potential barriers to physical access. This will include indoor and outdoor facilities.	To ensure that all identified standards are maintained	Premises team Governing Body SLT	Ongoing- Regular Premises reviews by Premises team

	Regular learning walks to focus on the access arrangements within classrooms and around school.	Positive Feedback to SLT Actions taken as necessary	Premises team SBM	Premises/SLT meetings report actions taken
Ongoing	To continue to monitor potential intake for the following term/year to identify any potential physical access barriers	All children can access the physical space in an appropriate and safe way	SENCO SLT	See CPD calendar
	Fire drill modifications	Continue to monitor to ensure that where appropriate children have PEEPs	SENCO	Observed in situ by Headteacher and SLT

### ACCESS TO INFORMATION

Timescale	Actions to be taken	Success Criteria	Person Responsible	Progress
Ongoing	Ongoing audit of current groups of parents and pupils in partnership with LA support services.	Create alternative means of communication as needs are identified e.g. strategies for	Governors SENCO	Use of website, newsletters, Text messaging service Individual adaptations as necessary

		parents' meetings, induction loops		
	Ensure necessary staff training to provide alternative forms of communication e.g. Braille, large print	Staff are able to draw upon expertise as necessary Staff have an understanding of the needs of the pupils/parents and know where to source this	SENCO SLT	Close working relationships with other professionals Training for key staff on Braille and large print

Our Accessibility Plan is a 3 year rolling programme, monitored , evaluated and impact reviewed as part of SLT meetings. Updates to the plan will be implemented according to the evaluation of our own children's, staff, parent/carer needs, change of legislation or guidance and staffing/CPD changes. We are mindful of our cohort requirements and are flexible in providing curriculum adaptations