



Old Church Primary School Accessibility Plan 2020-21

Purpose of the Plan

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. The purpose of this plan is to show how Old Church Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

You're disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Contextual Information

Old Church School is a single story building. The majority of the school building and playground is accessible for a child in a wheelchair; the annexe classroom has a ramp which is specifically designed for wheel chair use. Disabled toilet facilities are available and the car park has a designated disabled bay.

The current range of known disabilities within school

The school currently has a range of disabilities across all areas of SEND:

- communication and interaction.
- cognition and learning.
- social, emotional and mental health difficulties.
- sensory/physical needs.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

Medical needs

We have children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff, on the medical noticeboard in the staffroom, in the SEN office.

The school has 8 Paediatric First Aid trained staff who hold current First Aid certificates.

Outline of the plan

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:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Old Church Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

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IMPROVING ACCESS TO THE CURRICULUM				
Through rigorous self-review and continuous professional development, we further enhance staff knowledge, skills and understanding to facilitate outstanding teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. This includes after-school clubs, leisure and cultural activities and educational visits.				
Targets	Strategies	Outcome	Timeframe	Responsibility
To continue to train all staff to enable them to meet the needs of children with a range of SEND.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum. Raised awareness of SEND reforms Sign post staff to resources to support in the classroom Staff aware of individual needs.	On-going.	SENCo
Educational visits accessible to all.	Risk assess out-of-school provision to ensure compliance with legislation	All pupils within school able to access all educational visits and participate in a range of activities	On-going	Phase Leaders
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Termly	SENCo.
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	KS2 phase leader

PHYSICAL ENVIRONMENT				
Targets	Strategies	Outcome	Timeframe	Responsibility
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by <i>Governors</i> . Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going.	HT <i>Governors</i>
Ensure disabled pupils can be safely evacuated.	1-1 staff aware of their responsibilities in the event of an emergency.	All staff/children safe in the event of a fire.	As required. Annually appraised	SENCo
WRITTEN/OTHER INFORMATION				
We make written information available to disabled pupils through the sourcing of additional materials/equipment (handouts/textbooks/ICT software). This ensures that disabled pupils are appropriately supported within their daily lessons.				
Targets	Strategies	Outcome	Timeframe	Responsibility
Listen to pupil voice.	1-1 meeting with pupils at the beginning of each academic year.	Staff aware of pupils preferred learning/communication styles. SEND pupils to have a completed profile.	Annually	SENCo Class Teachers
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats (on request)	Parents able to access written information.	As needed.	HT Teaching staff
Provide access to translation services for parents for whom English is an additional language or are Hearing Impaired.	Staff within school translate or outside agency support (on request).	Parents are able to understand and respond to school's communication about the needs of their child/children	As needed	SENCo Phase leaders FSA
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information (on request).	Parents are informed of children's progress.	Termly.	SENCo Phase leaders FSA

Approved by governors: October 2020 **Review date:** October 2021

