



ACCESSIBILITY PLAN

2016-2019

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Great Rollright Primary School had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to ensure 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:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils.

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

The Purpose of this Plan

This plan shows how Great Rollright Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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



Contextual Information

The school was founded in 1842 and is located in both older and post-2000 buildings. The school is all on one level with wheelchair access at two points. The entire site is accessible to wheelchair users and paths are safe. There are no dedicated disabled parking bays in the car park, but we will always accommodate anyone who needs to park close to the front door. We make reasonable adjustment in order to accommodate the needs of applicants, pupils, parents/guardians, visitors and members of staff who have disabilities.

Space for quiet work and small group work has improved in recent years with the addition of 'the dell' which can be used for 1:1 SEN time, or group work. The library and staff room are also available at times throughout the day.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music and PE.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines linked to diabetes. There is a register of children with medical needs.

At present we have no wheelchair-dependent pupils, parents or members of staff.

The purpose and direction of the school's plan: vision and values

At Great Rollright Primary School we offer a broad and balanced curriculum and are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. The achievements, attitudes and well-being of all our children matter. Great Rollright Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. We collect information from the Early



Years settings and parents, so that we are prepared for children when they arrive at the school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs. All people consulted value the ability of the school to cater for the differing needs of pupils.

The main priorities in the school's plan

1. Increasing access for disabled pupils to the school curriculum (this 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).
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), 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 mostly mixed ability (with some setting where appropriate), 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. Consequently, all children have always been permitted to attend age-relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum.	Be aware of staff training needs.	On going	SENCO - Tracy Grundy	Raised staff confidence in strategies for differentiation and increased pupil participation.
Use ICT software to support learning.	Make sure software is installed where needed.	As required	Head teachers	Wider use of SEN resources in classrooms.



All educational visits to be accessible to all.	Thorough planning and risk assessments.	On going	Trip organiser / class teachers	Educational visits and school trips are accessible to all pupils.
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2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	<p>To create access plans for individual disabled pupils as part of the IEP process when required.</p> <p>Be aware of staff, governors' and parents' access needs and meet them as appropriate.</p> <p>Consider access needs during recruitment process.</p>	On-going as required	SENCO and head teachers	<p>IEPs in place for disabled pupils and all staff aware of pupils needs.</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities.</p> <p>Access issues do not influence recruitment and retention issues.</p>
Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors.	As required	Head teachers	Access for all.
Ensure all disabled pupils can be safely evacuated.	Ensure all staff are aware of their responsibilities in relation to disabled pupils.	As required	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire.



3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Time scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and in “simple” English. The school office will support and help parents to access information and complete school forms.	On going	Head teachers	All parents receive information in a form that they can access. All parents understand what are the headlines of the school information.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment.	As required	Office / head teachers	Excellent communication. Ongoing appropriate use of resources.
Ensure all staff are aware of guidance on accessible formats for pupil learning.	Guidance to staff on dyslexia and accessible information.	On going	SENCO	Appropriate format of information available depending on pupils needs.

Making the plan available

Hard copies of the school’s Access Plan will be available via the school office, and the Governors’ Folder. An electronic copy is available via the school web-site:



GREAT ROLLRIGHT CE PRIMARY SCHOOL



According to the recommendation of the Disability Rights Commission, font size should be no less than 14-point.

Date agreed by governors: November 2018

Signed (Governors):

Signed (Headteacher):

Date for renewal: November 2019