

Uppingham Church of England Primary School

Belgrave Road, Uppingham, LE15 9RT

01572 823245

office@uppingham.rutland.sch.uk



Accessibility Policy and Plan April 2017

1. Schools' Planning Duty

1.1 Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

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

1.2 According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3 This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4 In accordance with the Act the plan focuses on three 'key areas':

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5 It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6 The plan is to be reviewed and updated at least every three years.

2 Schools Aims

2.1 At Uppingham C of E Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that Uppingham C of E Primary School aims: to be a kind, caring community built on Christian values of love and respect. To be a school where everyone matters,

- Where we all have a clear sense of belonging
- Where individuality is celebrated
- Where everyone is proud of themselves and proud of the school.

2.2 In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3 In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4 Uppingham C of E Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5 It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3 Review and Implementation

3.1 The Accessibility Plan is reviewed annually by the Local Governing Body. In addition, it will be reviewed three yearly by the Disability Equality Scheme Working Party following consultation with the school community, parents and School Council.

3.2 The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

3.3 To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's plan for 2017-2020 is attached alongside the school's current plan in Appendix 1.

Priority	Lead	Action	Resources	Time	Success Criteria	Review May 2018	Achieved (no/ in part/yes)
a) increasing the extent to which disabled pupils can participate in the school curriculum;							
Develop inclusive Quality First Teaching	All teaching staff	Training for teachers on differentiating and personalising the curriculum for children with additional needs	Staff meeting		Increased access to the curriculum. Needs of learners met with reasonable adjustments. Lesson observations show that all children make progress within lessons.		
Appropriate use of equipment to benefit individual pupils and staff	SENDCo	Reasonable adjustments in the classroom checklist to be shared with all staff (Appendix 2)	Appropriate equipment				
Parental and pupil feedback	SENDCo	Questionnaire/consultation with parents of pupils with SEND			Feedback used to inform future priorities and school improvement		
b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;							
Improvements to aid those with a visual impairment	Caretaker	Maintenance of external steps highlighted		Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas to be monitored and maintained.		
Improve signage to indicate access routes around school	SENDCo/Caretaker	Signs indicate disabled car parking bay, access plan of building in reception are for visitors to school	Cost of signs where needed	Ongoing	Disabled pupils, parents are visitors aware of wheelchair access to all parts of the school.		
Disabled parking	Headteacher	Ensure disabled parking spaces are available for parents and pupils		Ongoing	Disabled badge holders always able to access disabled parking,		

					when required. Action taken for users who do not park appropriately.		
Portable ramp in school to enable access throughout school	Headteacher/Caretaker	Explore costing for portable ramp and storage possibilities within school	H & S budget	July 2017	Ramp is available to enable wheelchair access to all part of school.		
c) improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.							
Availability of written material in alternative formats	Office	All staff and parents available for requesting information in alternative formats	Contact details and cost of translation/adaption	ongoing	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.		

Appendix 2

Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers have found useful in thinking of a range of adjustments they might want to make.

1. Pre-planning information.

- Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?
- Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?
- If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.

2. What preparation have you made with the class/ group for:

- one to one peer support
- collaborative teaming
- group work
- valuing difference of race, gender, ethnicity, disability or religion
- how do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?

3. Lesson planning: how will you support the needs of all learners?

- Consider: timing, variation of activities, types of activities [concrete/abstract], reinforcement of key ideas, extension work, recall of previous work, links to future work, clear instructions.
- Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?
- Are you able to access specially adapted equipment for some students to enable them to participate fully? •
- If not, can an alternative way be found?
- Will the diversified and differentiated work allow all pupils to experience success at their optimum level?

4. What different teaching styles are you going to use?

- Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?
- Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?
- Kinaesthetic e.g. use movement, role play, artefacts, use the environment

5. Prepared materials

- Are written materials accessible to all: formats; readability; length; content?
- Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all?
- Appropriate use of augmented communication and ICT

6. Self presentation

- Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?
- Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?
- How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you?
- Where will you position yourself in the classroom and when?

7. Use of support staff

- Have you met with or at least communicated with support staff before the lesson?
- How are you going to use other adult support in the lesson?
- Does their use allow all children to be equally included in the class activities?
- If you are using support staff for withdrawal, how do you know the pupils are gaining from this?

- If you are using withdrawal, how are the groups organised?

8. Classroom organisation

- Is seating carefully planned and/or the activity accessible for pupils with:
 - mobility impairments e.g. circulation space, table height
 - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare
 - visually impaired e.g. maximise residual sight, if touch can reach
 - pupils with challenging behaviour e.g. in adult gaze; at front for eye contact
 - pupils with short attention span/easily distracted, eg: sit on own - learning difficulties who need a lot of support, eg: next to peer supporter - short attention span, eg: distraction free zone
- What seating plans are you using and why? • Will seating plans make use of peer support and how?

9. How will you organise and group pupils in lessons?

- Friendship groupings?
- Mixed sex/same sex groupings?
- Mixed ability/same ability groupings?
- Specific pairs of pupils working together, eg: stronger reader/weaker reader?

10. How will you deal with unexpected incidents?

- Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?

11. How will you ensure that all students feel equally valued through their experiences of:

- the allocation of teacher and support staff time;
- being listened to/ paid attention to;
- being respected;
- achieving;
- interacting with their peers.

12. How will you assess the outcomes?

- Do you have a scheme for assessing the achievements of all?
- Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self evaluation?
- How will you involve pupils in assessing their progress?