



AMINGTON HEATH
PRIMARY & NURSERY

Amington Heath Primary and Nursery Accessibility Plan 2017-2020

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has 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 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:

- 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 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. Attached is a set of action plans showing how the school will address the priorities identified in the plan. This policy will be used in conjunction with the following school policies and procedures:

- **Equality and Diversity Policy**
- **Equality Information and Objectives Policy**
- **Early Years Foundation Stage (EYFS) Policy**
- **Inclusion Policy**
- **Equal Opportunities**
- **Admissions Policy**
- **Behaviour Policy**
- **Supporting Pupils with Medical Conditions Policy**
- **Administering Medication Policy**
- **Anti-Bullying Policy**
- **Curriculum Policy**
- **Health and Safety Policy**
- **School Improvement Plan**

Date of Updated Plan: November 2017. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.

Definition of disability

All pupils who are defined by the DDA as being disabled have, under the disability discrimination planning duties, an entitlement of accessibility to our school. We therefore have a general duty to improve the accessibility of our school for disabled pupils.

The DDA defines a disabled person as someone who has **'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'** (see definition below of normal day-to-day 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**.

The definition is broad and includes children 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 those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

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

At Amington Heath Primary and Nursery School we 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. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Amington Heath Primary and Nursery 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;
- children who are vulnerable;
- children who are deaf

Information from Pupil Data and School Audit

Amington Heath Primary and Nursery school is a mainstream state school in Tamworth which caters for children from 2 years to 11 years. We are a smaller than average school with around 125 pupils on role. We currently have children with a range of backgrounds, needs and abilities, these include pupils with:

Processing delays

Specific learning difficulties (including dyslexia/dyspraxia)

Autistic spectrum disorders

Epilepsy

Emotional and behavioural difficulties

Asthma

Hearing difficulties
Physical difficulties
Food intolerances
Speech and language difficulties

Currently all children in school are mobile.

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs. Information about pupil's conditions is provided for all staff, along with training where required.

Equal opportunities

Amington Heath Primary strives to ensure that all existing and potential pupils are given the same opportunities. Amington Heath Primary is committed to developing a culture of inclusion, support and awareness. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.

Amington Heath Primary will ensure that all extra-curricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

Whilst the Inclusion Manager is the first contact point, the teachers and Head teacher are all able to contact a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- Speech and Language Therapy Service
- The school nurse
- The Local Support Team
- Occupational Therapy Service
- Children's Physiotherapy Service
- CAMHS
- Psychology Service
- The Autism Outreach Team
- Senss (school educational needs support service) and Behaviour Support service

Admissions

Amington Heath will act in accordance with the Staffordshire County Councils Admissions Policy. The school will apply the same entry criteria to all pupils and potential pupils.

Curriculum

Amington Heath Primary is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. Amington Heath Primary aims to provide a differentiated curriculum to enable all pupils to feel secure and

make progress. The class teacher and the SENCO will work together to adapt a pupil's personalised curriculum or Learning Passport. This will be with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application will be made for any particular disability or impairment.

There are established procedures for the identification and support of pupils with SEND in place at the school. Teaching Assistants are deployed to implement specific literacy, numeracy and speech programmes. Whilst the Inclusion Manager is the first contact point, the teachers and Head teacher are all able to contact a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- Speech and Language Therapy Service
- The school nurse
- The Local Support Team
- Occupational Therapy Service
- Children's Physiotherapy Service
- CAMHS
- Psychology Service
- The Autism Outreach Team
- Senss (school educational needs support service) and Behaviour Support service

Disability awareness is encouraged through PSHE and in assemblies.

Physical environment

Amington Heath Primary is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises. There are no parts of Amington Heath Primary to which pupils with disabilities have limited or no access to.

The main school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There are provisions for nappy changing within the Early Years. Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access. All internal teaching areas are carpeted benefiting children with hearing impairment.

Monitoring and review

This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published. The Governing Body and Head teacher will review the policy in collaboration with the Inclusion Manager's support.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and medical issues and work with experts to ensure they have the support necessary ***to fully include them in the life of the school.***

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCo has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools and external agencies.
- Disabled pupils have access to extra-curricular activities.

Management, coordination and implementation

Charlotte Davies (Head teacher) and Andrea Reay (Inclusion Manager) have responsibility for the plan. The intention is to provide a projected plan for a three year period ahead of the next review date, which will be in November 2020. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans

Getting hold of the school's plan

Both the Accessibility Policy and Accessibility Plan will be published on the school website.

The action plan is below:

ACCESSIBILITY ACTION PLAN 2017-2020

	Area for Development	Action	People/ resources	Timescale	Success Criteria	Monitoring Method. Who? How?
1	Raise awareness for all parents of the schools accessibility plan and consult with them to develop it further.	To put an article about it in the newsletter and to send out a questionnaire. On questionnaire give brief overview. Accessibility plan put on the new website.	AR Parents	Jan 2018	Parents' complete questionnaires and this is fed into the plan. Parents understand what the plan is for and feel supported.	Questionnaire results fed back to CD and SEN gov
2	Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, asthma, diabetes and the use of epipens.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and students	AR All staff involved	On going	Amington Heath remains a fully Inclusive Environment	Results fed back to CD and SEND gov
3	Review all school policies make reference to provision for pupils with difficulties and disabilities (particularly PE)	In our curriculum teams review policies in light of the Code of Practice and the accessibility plan. Updated policies on website.	All staff involved	Across next 2 years	All policies are current and inclusive	Policies signed off at governors meetings.
4	Develop the use of computing so as to develop the learning of SEND pupils in the core subjects.	Provide apps on I pads which enable accessibility and are SEND friendly as suggested by SEN consultant. Gradually build up stock so SEN pupils can access more and more frequently	CW Technology Team	Over next 2 years	Improved attainment and progress for SEND students in computing	Pupil Conferencing
5	To provide all SEND children with a child friendly passport ensuring all SEND pupils know what their targets are.	Discuss with staff the need for child friendly learning passport. Share new passports with parents.	All staff involved led by AR	Feb 18	Children can discuss what targets they are working on and have their learning passports out on the desks, being used on a daily basis. Monitor classrooms for LP's	SEND interviews carried out
6	Make available school brochures, school newsletters and other information for parents in alternative formats, if required	Review all current school publications and promote the availability in different formats for those that require it.	AR	As required	All school information available for all	Parent Feedback.