



New City Primary School

Accessibility Action Plan



Definition of Disability

Disability is defined by the Equality Act 2010. In the Act, a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial
- 'Long term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils and our adult users with a disability.

Principles

1. Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school recognises its duty under the Equality Act
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.

Principles continue

3. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan indicates what our school will do to improve:

1. Physical Access
2. Access to Curriculum
3. Access to Written Information

Annabelle Greyling
SENCO



New City Primary School Accessibility Plan 2017



Improving the Physical Access

<u>Target</u>	<u>Intervention</u>	<u>By whom and by when</u>	<u>Success Criteria</u>
1. Improve access for pupils who may experience difficulty moving around the school.	Ensure care plans are in place to support all pupils with mobility difficulties.	AHT Inclusion Ongoing	Safe movement
2. Continue to develop the playground, external areas and the use of playground resources and organisation.	Development of physical and social skills as well as collaborative and co-operative skills.	Learning Mentors Sports Coach Summer 2018	Safer environment with level access.
4. Ensure that all school trips are accessible for pupils with learning or physical disabilities	Thorough planning and EVC visits Advanced planning linked with curriculum	All staff Subject leaders Advisors for specific learning difficulties Autumn 2017	School trips is fully accessible
5. After-school clubs and care provision facilities accessible for all pupils	Ensure access is available for all pupils including those with physical and sensory disabilities. Provide adults support if necessary. Make physical adaptations as required.	After school club lead Ongoing	After school clubs are fully accessible



New City Primary School Accessibility Plan 2017-2020



Improving Curriculum Access

<u>Target</u>	<u>Intervention</u>	<u>By whom and by when</u>	<u>Success Criteria</u>
1. To review the IEP format and relate to each person's roles within it.	Develop and trial a new format which is based on SCERTS type model.	Inclusion Team to trial in Autumn Term 2017 and review April 2018.	IEP's more user friendly and accessible to all users.
2. Review and assess support staff deployment as needed to enable pupils to be appropriately supported.	Adults support is available for children who requires individual support based on funding arrangements	Discuss termly	Access to support
3. Taught curriculum takes account of differing needs and learning styles of children. Focus on improving Teaching and Learning.	Focussed programme of training for teachers addresses needs of all learners and supports differentiation for all. High expectations of all learners and outcomes.	Whole year INSET planning and delivery each Monday session. Ongoing	High levels of progress and attainment.
4. Training for staff in supporting and teaching children with specific learning difficulties	Staff training taking place every Thursday after school. Courses offered by local authority and external agencies	External agencies Inclusion Team Ongoing	Better outcomes and measurable progress for children with specific learning difficulties
5. Explore the use of new technology (I pads) to support individual communication and access needs.	Inclusion team to work with alongside Speech and Language therapists to draw up protocol for use of IPads. Share with ICT co-ordinator and technician.	Inclusion Summer/ Autumn 2018	Technology being used consistently and in line with protocol and positive impact on children's development.



New City Primary School Accessibility Plan 2017-2020



Improving the Delivery of Written Information

<u>Target</u>	<u>Intervention</u>	<u>By whom and by when</u>	<u>Success Criteria</u>
1. Information shared and accessible via weekly newsletter which is read to children.	Set up and running but look at new ways of making it more accessible for all groups of children and parents.	SLT Further discussion.	Delivery of information to pupils and parents/carers.
2. Text messaging service used effectively to inform and engage parents who access it.	Regular use of text messaging to get up to date messages to parents and update on events etc.	SLT Further discussion.	Electronic reporting of events to parents
3. Visual timetables and resources available in each class to support learning and language development.	Resources in place and need to develop use and consistency.	Inclusion Team. Autumn 2017	Visual timetables in place for all children to use.
4. Update symbol software to meet needs of new technology.	Obtaining Board maker / Communication in Print Training for all staff in using new software and how to include in curriculum.	Inclusion Team Autumn 2017	New software installed and staff using.
5. EAL support for parents	Database of languages spoken by staff	Spring 2018	Pupils, parents and visitors with language / EAL will be able to access information / discuss concerns.

