

# **Parkgate Infant & Nursery School Accessibility Plan**

This plan sets out the school's policy on accessibility and the proposals of the Governing Body of the school to increase access to education for disabled pupils. The document lists actions taken and achieved to date and concludes by setting out an action plan of further initiatives to address accessibility issues within a specified timeframe. In addition the legal requirements for an accessibility plan are set out in an Appendix at the end of this document detailing the law governing the school's duties to be accessible both to pupils and the wider community.

This document should be read in conjunction with the school's SEND policy which specifically addresses provision for children with Special Educational Needs (SEND).

## **Vision and Values**

Parkgate Infant and Nursery School aims to promote achievement and success in a learning community by encouraging learning for all. We actively promote the five outcomes and ethos of "Every Child Matters" (published by DFES 2004). We believe that all children have an entitlement of access to the school and the entire curriculum whatever their ability, and we strive to assist individual pupils to realise their full potential.

## **Aims**

- To ensure that staff, governors and parents are aware of the ways in which we have already, and are, making the school and the curriculum more accessible for all pupils, whatever their circumstances, to participate fully in the school curriculum.
- To identify ways of communicating with parents, governors, pupils and staff in relation to accessibility.
- To set out the duties in respect of accessibilities that the school is bound by and which forms the framework for this plan.
- To produce an action plan to further improve the school's accessibility.

## **Documentation used to develop plan**

The following documentation was used to help develop this plan.

- School Improvement Plan
- School Prospectus
- SEND Policy
- Admissions, attendance & Health and Safety Policies
- All curriculum policies
- Collective Worship Policy
- DCSF documentation

## **How the plan was developed**

This plan builds on the school’s accessibility plan from 2009 and reviews and updates that plan.

It has been designed by taking into account the nature and layout of the school, and the school population. In particular, a consideration of those pupils at the school who are disabled and/or have SEND, and prospective pupils who are disabled, and/or have SEN.

Parents of children starting school are asked to provide any information about their child’s individual health, social or educational needs that the school will need in order to make special provision prior to the child starting school. The SEND Co-Coordinator also speaks to feeder nurseries to try and ensure that all new children’ needs are met immediately when they start school. We also ask about any significant other members of the family who may need to access the school.

Monitoring for pupils takes place through termly “Pupil Progress” meetings between the class teacher and the Headteacher, so that provision can be adjusted to meet individual children’s needs. All these strategies help to inform this plan.

### **Accessibility**

- School is meeting SEND Code of Practice
- School layout (including doorways and pathways) is appropriate for wheelchair users
- Disabled toilet in place
- Fire signs meet current standards
- All areas have adequate lighting
- Medicines in school policy.
- Use of interactive whiteboards in nearly all classrooms to improve visibility which helps all learners but particularly those with impaired vision and the less able

### **Action Plan 2014-2017**

Below we set out our plans to improve accessibility at school:

	<b>Targets</b>	<b>How</b>	<b>Timeframe</b>	<b>Status</b>
<b>2014/15</b>	Staff training on new SEND policy	Part of staff meetings	n/a	In progress and ongoing
	Teachers differentiate curriculum for different abilities	During lessons and planning or lessons	n/a	In progress and ongoing
	Termly review of IEP targets and provision	By teaching staff And SEND co-ordinator	n/a	In progress and ongoing
<b>2015/16</b>	Updated Staff training in administering emergency drugs	Training sessions	Annually or more frequently if necessary (i.e. new staff)	Ongoing
	Schools receiving Parkgate pupils are adequately briefed about transitional pupils needs and circumstances	Through regular liaison with other schools	As and when a pupil transfers.	Ongoing

	Communication with feeder nurseries/pre schools to ensure school can cater for future pupil requirements	regular liaison	As and when we receive new children.	Ongoing
	Evaluate Library bus access for children with disabilities.	Look into mobile ramp		On-going
<b>2016/17</b>	Investigate a loop system.	Evaluate possibilities and viability		
	Improve learning environment by ensuring colours used in re-decoration meet the needs of children and adults with visually impairment.	Consult with relevant organisations when redecoration is due.		

### **Monitoring the plan**

The Head teacher and the SEND Governor will monitor plan.

This plan will, from this point forward, be reviewed annually by the Full Governing Board, and revised accordingly.

Governors will report on this plan to parents.

## Appendix

### Law

#### *Definition of Disability*

The Disability Discrimination Act 1995 (DDA) defines a person as having a disability if he or she has a physical or mental impairment which has an effect on his or her ability to carry out normal day to day activities. That effect must be:

- Substantial
- Adverse
- Long – term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected)

The DDA provides that a person is also considered disabled under the act if that person has:

- Cancer
- Multiple Sclerosis
- HIV/AIDS
- Diabetes
- A stammer
- Dyslexia
- Had heart surgery
- Kidney dialysis
- Mental health service user
- A severe disfigurement
- Learning disabilities or difficulties

Protection is not only extended to disabled people themselves, but also to those who are perceived to be disabled.

The definition of disability comes from the DDA and the definition of SEN comes from the Education Act 1996. However, there is a significant overlap between the two groups of children. Many children with SEN will also be defined as having a disability. However not all children who are defined as disabled will have SEN. For example, those with severe asthma or diabetes. For the purpose of the plan it is not necessary to distinguish between them. However, the school also has an inclusion policy specifically addressing SEN, and these policies should be read together.

#### *Requirement for accessibility plan*

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover the provision of education.

Since 2002, 3 sets of duties have combined to provide the statutory framework that underpins equality of opportunity for disabled pupils in accessing school education.

- The disability discrimination duties in part 4 of the DDA (i.e. the need to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage)
- The planning duties, in part 4 of the DSA (requiring the school to develop accessibility strategies and plan respectively to improve access to the school education for disabled pupils)
- The Special Educational Needs duties, in the Education Act 1996 (requiring the school to make appropriate provision for children and young people with SEN)

Together the 3 sets of duties are designed to ensure access to education and inclusion of disabled pupils in every aspect of school life. They focus on the removal of barriers to the progress of disabled pupils.

Each set of duties (DDA, planning and SEN) contribute an important element to access and inclusion for disabled pupils in school providing:

- Auxiliary aids and services through the SEN framework
- Physical improvements to increase access to education through the planning duties
- Duties to make reasonable adjustments through the DDA

However, in practice schools and local authorities do not isolate the duties from each other. They work with all the duties together to support disabled pupils, and it is not necessary for purposes of this plan to consider which duty in particular is engaged in taking any action to improve accessibility in the school.