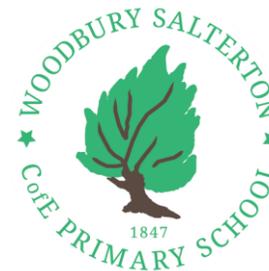




Pebblebed Heath Federation



Accessibility Plan

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.

Main priorities of the plan

A: Increasing the extent to which disabled pupils can participate in the school curriculum.

	Targets	Strategies	Time scale Responsibility	Goals Achieved
Short term	<ul style="list-style-type: none"> To ensure that all staff are aware of the obligation to provide an inclusive curriculum. To ensure that all members of the school community understand the Disability Discrimination Act in its application to schools. To consult parents, pupils and other agencies about the school priorities for increasing access to the curriculum. Physical/health needs and risk assessment forms are on file for individual pupils as necessary and are reviewed for specific activities away from school. National Awareness 27th March-2nd April and C&I audit 	<p>Information given at staff and governors meetings, and to parents and children via 'Contact' and school website – revisit annually.</p> <p>Identify current pupils and their needs in order to set future targets; discuss provision with concerned parties and supporting outside agencies.</p> <p>Current class teachers to draw up/ review information about individual pupils in consultation with parents and SENCO.</p> <p>SENCo to lead on both</p>	<p>On-going, yearly cycle. Head teacher/Governing body/SENCo</p> <p>On-going, responding to new children entering the school</p> <p>Class teachers/SENCo</p> <p>27th March 2017</p>	
Medium term	<ul style="list-style-type: none"> Assessment materials are used consistently across the school to support planning for children with disabilities working below age related expectation. New staff are aware of and have access to resources and publications available to support access to the curriculum for children with a range of specific difficulties. 	<p>Extend training in use of Small Steps materials to TAs.</p> <p>Monitor use of Small Steps materials for children working at Level 1, significantly behind peers..</p>	<p>SENCO/class teachers.</p> <p>Ongoing. SENCo</p>	

	<ul style="list-style-type: none"> • TAs have an understanding of three waves of support in provision maps • Whole school awareness of disability is raised through the curriculum • National Autistic Awareness Week - 2017 	<p>Ensure resources and publications are clearly marked and appropriately sited and staff are trained in their use.</p> <p>Involve TAs in review of provision maps; highlight their role in delivering support at different waves.</p> <p>Opportunities identified in PSHE, Science and PE curriculum's to promote understanding of disability.</p>	<p>SENCo/Assistant SENCo</p> <p>SENCO/class teachers.</p>	
Long term	<ul style="list-style-type: none"> • Training for teachers and TAs on differentiating the curriculum to meet the needs of disabled pupils. 	<p>SENCO to identify training opportunities relevant to the needs of staff and children.</p>	<p>Ongoing target SENCO</p>	

B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Time scale Responsibility	Goals Achieved
Short term	<ul style="list-style-type: none"> • Ensure that all members of the school community understand the disability discrimination Act in its application to schools. • Review accessibility of the physical environment: <i>toilets and washing facilities; layout of playground and other common areas; access to doorways and stairs; furniture and equipment; visual and acoustic environment.</i> • Ensure disability access is fully considered in new building • Tesco Grant – access and to school grounds 	<p>Information given at staff meetings, governors meetings and to parents via 'Contact' and school website – revisit annually.</p> <p>Governor's Buildings and Resources committee to look at school environment with this agenda.</p> <p>Headteacher fully involved in consultation with architects and builders.</p> <p>Headteacher and FS staff visit other settings to look at layout and accessibility</p>	<p>On-going yearly cycle Head teacher/Governing body/SENCo</p> <p>Governors.</p> <p>To end of building project Ongoing development</p>	
Medium term	<ul style="list-style-type: none"> • Develop outside learning environment, ensuring accessibility for all. • Inform and consult parents, pupils and other agencies about the schools' priorities for increasing access to the site- particularly the outside environment, and classrooms. 	<p>Involve children in discussion and planning of changes to outside environment. Plan pathways and raised beds to ensure equal access to all areas.</p> <p>Publish priorities in 'Contact', invite responses; discuss with children via SEAL/ PSHE curriculum. Invite input from external professionals.</p>	<p>Headteacher/SLT</p> <p>Head teacher/SENCO/all teachers.</p>	
Long term	<ul style="list-style-type: none"> • Planned improvement of identified areas to take place over successive financial years 	<p>Improvements planned into B&R budget over successive financial years.</p>	<p>HT Gov. body.</p>	

C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

	Targets	Strategies	Time scale Responsibility	Goals Achieved
Short term	<ul style="list-style-type: none"> To ensure that all members of the school community are aware of the need to identify and provide for pupils who need information provided in alternative formats. To consult parents, pupils and other agencies about the school priorities for increasing access to information for pupils with disabilities. Develop class based provision in response to needs of pupils joining the school. 	<p>Information given at staff and governors meetings, and to parents and children via 'Contact' and school website – revisit yearly</p> <p>Identify current pupils and their needs in order to set future targets; discuss provision with concerned parties and supporting outside agencies.</p> <p>SENCO to support class teachers in consultation with children and parents</p>	<p>On-going, yearly cycle. Head teacher/Governing body/SENCo</p> <p>In response to need SENCO, class teachers.</p>	
Medium term	<ul style="list-style-type: none"> Identify what the information for disabled pupils (provided in writing for pupils who are not disabled) might include: <i>handouts, timetables, worksheets, notices, information about school events</i>. Identify possible improvements in the delivery of information: <i>Information available in Braille, in large print, in simplified language, on audio tape, on video tape, through sign language/ Makaton, using a symbol system...</i> 	<p>Consult parents and pupils about preferences and class teachers about specific needs. Consult relevant professionals about specialised formats.</p> <p>Repeat Makaton training to staff, governors and admin staff. Teach simple signing to all children through assemblies and PSHE curriculum. Consult with advisory teachers as appropriate.</p>	SENCO	
Long term	<ul style="list-style-type: none"> Develop bank of school information presented in different formats. 	SENCO to work with admin staff to produce information		