

OWSLEBURY PRIMARY SCHOOL POLICY DOCUMENT



NO. E130 ACCESSIBILITY PLAN AND DISABILITY EQUALITY POLICY

Review History

Date of Update	Reason for Update	Next Update
Autumn 2020	Review by Resources Committee	Autumn 2023
Spring 2024	Scheduled update	Spring 2027

1) Introduction

- a) This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1996, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfES in July 2002. 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.
- b) 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.
- c) 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.

2) Starting points

a) Vision and values

- i) Owslebury Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in school life.
- ii) The school will:
- set suitable learning challenges
 - respond to pupils diverse needs
 - overcome potential barriers to learning and assessment for individuals and groups of pupils.

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of impairment.

- iii) Owslebury Primary School promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We offer a broad and balanced curriculum and have high expectations for all

OWSLEBURY PRIMARY SCHOOL POLICY DOCUMENT

children. 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.

b) Involvement

i) This will include:

- The views and aspirations of disabled children.
- The views and aspirations of the parents of disabled children.
- The views and aspirations of other disabled people or voluntary organisations.
- The priorities of the local authority.

c) Context

Owslebury Primary School comprises of a single level building contained on one site only. Access to the site can be gained through two pedestrian entrances, one at the front and one at the rear of the building that are opened at specific times during the school day to allow ease of drop off and pick up of pupils. The school gates can be opened for driving access if you telephone the school office. There is a designated disabled parking bay **clearly marked** on the school car park.

We currently have one classroom with a step for access, although access can be gained by entering the main building via an alternative access. All other areas of the school are fully accessible for wheelchair users and there are no changes in floor levels within the building structure. In addition to the above, there is an accessible disabled lavatory facility in the main school reception area that is clearly signposted as such.

In our school community this year **(2023/24)**, we have **5** pupils with an EHCP and **20** pupils on the SEND register; all have Individual Educational Plans. Parents of **10** children have notified the school that their child has a medical condition that could either affect their learning or their health. We have **2** children who speak English as an additional language.

d) Information gathering from pupil data and school audit

i) Definition

The definition of disability is defined by the Disability Discrimination Act 1995 (DDA).

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long- term adverse effect on his or her ability to carry out normal day to day activities”.

Use of data

The school will use all available information and data to identify disabled individuals and use the data to support the accessibility plan.

Like most schools, we have children of all backgrounds, needs and abilities. In **March 2024**, this included **12%** of pupils with specific, on-going impairments, including: asthma, autistic spectrum, and allergies. At present we have no wheelchair dependent pupils, parents or members of staff.

ii) School disability audit.

Advance information and consultation with Pre schools and Health Service to identify disabled pupils before they start school.

iii) School strengths and weaknesses

Each year the school needs to audit its strengths and weaknesses. Current audit suggests we need to continue to raise:

- staff awareness of DDA and its implications.

OWSLEBURY PRIMARY SCHOOL POLICY DOCUMENT

- knowledge of disabled pupils in school and the pattern of their participation in school life.

Our strengths are that:

- Currently no area of the curriculum is limited to disabled pupils.
- Currently no area of the school is limited to disabled pupils.
- All current disabled pupils are able to participate in off-site activities.

iv) Impact

Ensure the schools policies cater for disabled children including the following policies:

- Positive Behaviour
- Anti-Bullying.
- Off site visits.
- Teaching and learning.
- Administration of medicines.

v) Outcomes

- The school will also make detailed analysis of outcome data at the end of EYFS and Key stage 1 to check the progress of these children.
- Ensure these children are checked in lesson observations and Head teacher monitoring
- Check the achievements of disabled children in extra curricular activities
- Ensure we have due regard to the document 'Keeping Children Safe in Education' when carrying out our duties to safeguard and promote the welfare of children

3) Main priorities in the school's plan

a) Increasing the extent to which disabled pupils can participate in the school curriculum

- Ensure that teachers and LSA's have the necessary training to teach and support disabled pupils.
- Ensure the classrooms are optimally organised for disabled pupils.
- Ensure all lessons provide opportunities for all pupils to achieve.
- Check that all lessons are responsive to pupil diversity.
- Provide that lessons involve work to be done by individuals, pairs, groups and the whole class.
- Ensure that all pupils are encouraged to take part in music, drama and physical activities.
- Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a deaf child, physical exercise for some disabled children.
- Ensure that all children can access computer technology.
- Check that school visits are open to all.
- Provide high expectations of all pupils.
- Seek to remove all barriers to learning and participation.
- Bullying or harassment of disabled children is monitored and dealt with effectively.

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

- Check the layout of areas allow access for all pupils.
- Ensure that wheelchairs can access the whole building.
- Check that pathways around the school are logical and well signed.
- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory.

OWSLEBURY PRIMARY SCHOOL POLICY DOCUMENT

- Provide décor and signage suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy.
- Check that all areas are well lit.
- Check to reduce background noise for hearing impaired children.
- Ensure furniture is selected and located to suit all children.

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

- Provide information in simple language, symbols, large print, audio tape or Braille for pupils who have difficulty with standard forms of print.
- Ensure information is presented in user friendly ways to disabled pupils when working in groups.
- Provide written information in different formats as required.
- Ensure staff are familiar with technology and practices to support disabled pupils.
- Check preferences expressed by the pupils or their parents.

d) Promotion of the rights and achievements of disabled people.

- Disability is displayed positively in books, displays and events.
- Children aware of wider issues concerning disabled people.

4) Making it happen

a) Implementation and action plans

- i) In order to ensure that action is taken to meet the Accessibility plan priorities, Owslebury Primary School has drawn up an **action plan** to make things happen, which outlines how the requirements of the plan will be met. This action plan has been shaped in consultation with pupils, staff, trade unions, parents, and all those that we provide a service to as outlined in the previous section.
- ii) The following action plans have been written using the Hampshire Self Audit Form and with the advice of **Hampshire's D.D.A advisory service.**

b) Monitoring and Evaluation

- i) It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Accessibility Plan, and to ensure that no adverse impact is occurring as a result of the actions.
- ii) The effectiveness of these adjustments will be monitored by the governing body, feedback will come from the following sources and the information obtained will be used to inform the development of future accessibility action plans and the Equality Scheme.
 - Pupil interviews
 - School council
 - Parental questionnaires
 - Staff opinions
 - Governors
 - Other visitors and users of the school
 - Outside agencies

c) Reviewing and revising

**OWSLEBURY PRIMARY SCHOOL
POLICY DOCUMENT**

This scheme will be reviewed and revised annually.

End Policy

OWSLEBURY PRIMARY SCHOOL POLICY DOCUMENT

Accessibility action plan 2024 - 2027

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum				
Target	Actions	Timescale	Responsibility	Success criteria
Enable staff to increase their knowledge and understanding of the needs of disabled pupils and differentiate the curriculum accordingly.	Training of staff once pupils' needs identified	To be addressed with the arrival of new pupils.	Inclusion Manager	Training needs and suitable training is identified
	Ongoing programme of staff training in disability awareness to reflect needs of pupils within the school. Continued focus on ASD.	Ongoing	Inclusion Manager	Staff more confident in supporting needs of pupils.
Improve provision for children with dyslexia	Training for learning support assistants and class teachers on specific interventions to accelerate progress for pupils	Ongoing	Inclusion Manager	Progress accelerated for individual pupils.
Improve data analysis and monitoring of pupils with disabilities	Ensure disability information is added to Arbor	Annually and when new pupils start.	Admin Staff	Children with a disability recognised under DDA are identified and their progress can be monitored.
	Embed and maintain method of collecting data to analyse attendance and academic performance	Termly	HT, Inclusion Manager	
	Include discussion of pupils on disability register at pupil progress meetings	Termly	HT, Inclusion Manager, Class teachers	

OWSLEBURY PRIMARY SCHOOL POLICY DOCUMENT

Increase participation in wider school activities	Audit participation in extra-curricular activities and identify any barriers Ensure school activities are accessible to all pupils.	Annually	PE Leader Inclusion Manager	All children able to participate in extra-curricular activities.
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Aim 2: To improve access to the physical environment				
Target	Actions	Timescale	Responsibility	Success criteria
Improve access to school site	Add school phone number to signage so visitors are able to ring the school for assistance in order to access disabled parking bay	As funds become available in response to needs of community	HT	Easier access to school site
Improve access to main building entrance	Provide automatic door opening	As funds become available in response to needs of community	HT/Caretaker	Easier access to main building
Improve entrance hall seating	Provide seating that is easily accessible and provides a colour contrast between the floor and the edge of the seat and has arm rests.	To be considered when next replacing the furniture. Within the next two years.	HT	Furniture in the entrance hall accessible to all.
Further improvements to children's toilets.	Add grab rails on the wall in one cubical and one door to open outwards.	When regular wheelchair user is on site	HT	Disabled children or young visitors are able to use the toilet.
To improve evacuation procedures	To fit ramp outside class 4 to allow evacuation by wheelchair user.	When regular wheelchair user is on site	HT	Disabled children are able to access the classroom via the main door.

OWSLEBURY PRIMARY SCHOOL POLICY DOCUMENT

Aim 3: To improve communication between school and pupils, parents/carers				
Target	Actions	Timescale	Responsibility	Success criteria
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats. (Ref http://www.w3.org/WAI/)	Annual reminder	Admin Team	Written material accessible to all.
Website is accessible to those who are visually impaired or who have difficulty in reading English	Consider how the website will be accessible to all including those who are visually impaired or who have difficulty in reading English.	Ongoing	HT Inclusion Manager	Website will be accessible to all members of the community
To promote positive attitudes to disability	Review assembly programme: widen focus of different/same theme	Annually	HT	Assembly programme will broaden children's awareness and promote positive attitudes to disability
	Involve local disability groups in assemblies and visits to school	Ongoing	HT	