

Northiam CE Primary School Statutory Statement



Statement:	Accessibility plan
This statement was approved:	March 2018
This statement will be reviewed:	March 2021
Governor committee responsibility:	FGB

At Northiam CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Northiam CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Northiam CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- **Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;**
- **Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;**
- **Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.**

Northiam CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body/IEB. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors'/IEB committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.



ACCESSIBILITY PLAN:

PERIOD COVERED BY THE PLAN: ACADEMIC YEAR 2019/20 **PLAN WRITTEN BY: Julia Bray**

INITIAL DATE: July 2018 **MOST RECENT REVIEW: November 2019** **NEXT REVIEW: March 2020**

<p>CONTEXT</p> <ul style="list-style-type: none"> The school had inconsistent leadership from May 2015 to April 2017. Since April 2017 leadership has been consistent and is secure until September 2019. The leadership structure for 2018/19 consists of an Executive Headteacher (0.4 FTE) and a full time substantive Head of School. The school achieved Good during Ofsted June 2019 The school has 4 classes, taught as YR/1, Y2/3, Y3/4 and Y5/6. PPG is 37%. 	<p>KEY ISSUES:</p> <ul style="list-style-type: none"> Attendance is improving and was in line with National Average for 2018-19 for All and PPG. Progress is good but ARE remains low in some classes. SEN children made above expected progress in reading and writing 2018-19. Key stage 1 to Key stage 2 progress scores were positive for 2018-19.
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Objectives and Actions to Address Key Issues	Time Scale	Led by	Resources	Success Criteria, Milestones and Practice Indicators	Monitoring	Evaluation
<p>Improving access to the physical environment</p> <p>School is aware of the access needs of disabled children.</p> <p>Improve access to the outside area.</p> <ul style="list-style-type: none"> Make sure that all disabled children can be safely evacuated. Regular evacuation drills 	Term 1, 2019	SENCO CT	Potential building costs Access paths to outside learning areas Building costs approx. £3000	<p>By July 2019 for September intake</p> <p>CP Access plans for individual disabled children are implemented</p> <p>There is safe access to outside areas</p> <p>Playground is safe.</p>	Headteacher's report to the FGB	<p>There is safe access for all children to outside learning.</p> <p>Commenced Oct 2019</p> <p>Playground resurfaced Oct 2019</p>

<p>To improve Access to The Curriculum</p> <ul style="list-style-type: none"> To audit attendance of pupils with disability. Target and support those below 90% <ul style="list-style-type: none"> Set up system for information on children with access issues to be shared with all staff. <p>All staff are aware of and are able to use SEN software and resources.</p> <ul style="list-style-type: none"> Audit all SEN ICT and other resources and make a list available to all staff Create a priority list for future curriculum needs <ul style="list-style-type: none"> Re visit training on use of Clicker 7 <p>All school trips and camps are accessible to all.</p> <ul style="list-style-type: none"> Revisit guidance for staff on making trips accessible. Ensure staff know how to write and implement risk assessments <p>Finance is allocated to enable PPG children to have access to school journeys/ breakfast club</p> <p>Review curriculum areas to include disability issues.</p> <ul style="list-style-type: none"> Develop and review PSHE and citizenship curriculum to address disability , equality issues and British values Audit the school to ensure a variety of books and resources that reflect disability and equality (available to all staff) Ensure disabled children participate equally in early learning time, after school and lunchtime activities. Survey participation in clubs and activities by disabled children. Build participation into Sports Premium funding review 	<p>Termly</p> <p>Termly and when needed</p> <p>Term 6</p> <p>Term 3, 2020</p> <p>Ongoing</p> <p>July 2019 and ongoing</p> <p>Sept 19 and ongoing</p> <p>Annually in July Annually in July Annually in July</p>	<p>SENCo/SLT</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>All staff</p> <p>LG/ SLT</p> <p>JB and Teaching staff</p> <p>JT GL</p>	<p>Staff Meeting Time</p> <p>SENCo time</p>	<p>Children with disabilities have attendance above national average.</p> <p>All children's learning needs are met through ANPs (CP completed by Term 2)</p> <p>The school has sufficient SEN resources to deliver curriculum</p> <p>All staff aware of children's needs</p> <p>School trips are safe and accessible for all</p> <p>Attendance for PPG children is above the national average.</p> <p>For April 2019</p> <p>People with disabilities are appropriately represented in learning resources</p> <p>Children with disabilities have equal access and equal participation in PE curriculum and clubs</p>	<p>Attendance report to FGB (LW attendance being monitored)</p> <p>Headteacher's report to the FGB.</p> <p>Clicker 7 purchased to enable access to curriculum.....relevant pupils have a login.</p> <p>School trips are all recorded on EXEANT</p> <p>Sports Premium report to the FGB</p> <p>Sensory circuits purchased and used.</p>	<p>Attendance Term 2018/19</p> <p>All 95.1 PPG 92.6</p> <p>Attendance adjusted for 3 children</p> <p>All 95.7 PPG 94.4</p> <p>Curriculum mapping established on SIP and ongoing 2019/20</p> <p>All school trips are recorded on EXEANT</p> <p>Finance allocated on Pupil premium spend.</p> <p>Updated curriculum INSET 3/1/19, and curriculum plans ongoing</p> <p>Plans established and on website – Jan 2019</p> <p>Participation reported on Sports premium review. This is on the website.</p>
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<p>Improving Access to information</p> <p>1. Review information to pupils and parent/carers to ensure it is accessible.</p> <ul style="list-style-type: none"> • Ensure staff are aware of dyslexia friendly guidance on creating accessible information • Marking and feedback is accessible for all learners • Review letters home to check reading age/plain English and alternative formats are offered • Statutory documents accessible and published on school website <p>2. Annual reviews, transition meetings and school based plan review meetings use inclusive practice</p> <ul style="list-style-type: none"> • Parents/carers/children are asked about access to information and accessible formats in all reviews • Approaches are adopted to meet the needs of the learners. <p>3. Produce accessible leaflet and increase support for parents of children with disabilities.</p> <ul style="list-style-type: none"> • Work with parents to produce an accessible leaflet on SEN • Establish systems for sharing information for parents on SEN and disability issues 	<p>3 x Year</p> <p>3 x Year</p> <p>2 x Year at parent's evening</p> <p>3 x Year</p>	<p>SENCo</p> <p>SLT</p> <p>KT/JB/Govs</p> <p>SENCo and class teachers</p> <p>SENCo</p>		<p>All information is accessible for all</p> <p>Class environments and books are dyslexia friendly</p> <p>Website is updated and compliant in line with each update released</p> <p>Parents are fully informed with their child's progress and accessibility to all aspects of school</p> <p>Parents are fully informed with their child's progress and accessibility to all aspects of school</p> <p>SEN information report is accessible to parents and reviewed annually</p>	<p>SLT book reviews and lesson monitoring</p> <p>Headteacher's report to the FGB</p> <p>Headteacher's report to the FGB</p>	<p>Children identified with Dyslexia/ tendencies perform in line with or above age expectation.</p> <p>Dyslexia screening in place DR/CP</p> <p>Parents evenings x 3</p> <p>School based plan reviews x 2 annually</p>
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