



Allendale Primary School Accessibility Plan

3 year period covered by the plan 2016 -2019

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 3 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 as necessary.

Attached is a set of action plans showing how we will address priorities.

Vision and Values

At Allendale Primary School we strive to provide our children with an excellent education through an exciting broad and balanced curriculum. We want all our pupils to achieve, academically, physically and socially in a nurturing atmosphere where they feel valued and respected.

We respect and value each individual, striving to respond to needs and aspirations.

We believe that working in close partnership with parents and the community we can achieve our aims. This partnership is vital in providing a broad view of need. We

positively believe that a strong national and global relationship with others is necessary to help our children grow and become effective citizens, able to empathize with the needs of others.

Our challenge is to maintain and improve levels of attainment and quality of provision for every child. We want a school which works in partnership with and is accountable to the community it serves. We are committed to providing all children with every opportunity to succeed and achieve their potential.

The intention of this policy is to ensure that all children succeed regardless of disability, age, gender, ethnicity, attainment or background.

Information from pupil data and our school audit.

On our SEND Register, our analysis indicates 5 broad areas of need.

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- 1 Speech, Language and Communication
- 2 Emotional / Behavioural
- 3 Moderate to severe learning difficulties including:
 - Literacy Difficulties
 - Maths Difficulties
 - Short term memory / processing difficulties
- 4 Autism
- 5 Physical / Sensory difficulties

Children with SEND are identified on the SEND register and specific programmes and specialist support or advice is provided depending on the level of need. Detailed information is available in the SEND policy and SEND records held centrally in the school. The proportion of children on our SEN register is 6%, below SEND nationally. As of January 2018, we have one child with an EHCP. We have 11 children eligible for the pupil premium and further details about PP provision can be found in the pupil premium information statement.

We employ 4 teaching assistants and 2 HLTAs in school, these 6 members of staff will spend a proportion of their timetables linked to support for children meeting the DDA criteria. Support Plans and / or provision maps are drawn up for specific children, reviewed when appropriate.

Pre - School Transition

We have links with Allendale Pre-School staff and have successful transition arrangements. Foundation Stage Staff and Pre-school staff have regular liaison

meetings. Children identified within Pre-school as meeting the DDA criteria are highlighted and a plan is put in place for their successful integration into school.

KS2 - KS3 Transition

We are continuing to develop our links with local High and Middle Schools. We have held mini partnership meetings to discuss transition so that pupils become familiar with the environment and some staff at the receiving school. We will ensure that children who are highlighted as meeting the DDA criteria have a plan linked to a successful transfer. Pupil progress, needs and social awareness will be discussed. All documents pertinent to each child will be sent to the receiving School, so that staff will be fully aware of previous provision.

Views of those consulted during the development of the plan

Consultation with the school community took place via staff meetings, Governors meetings, School Council and Parental questionnaires.

The main priorities in Allendale Primary School's DDA Plan are:

- To develop a creative primary curriculum, accessible to all, which enthuses and enables children to achieve, using the stimulus of the outdoor environment.
- To continue to ensure that planning is differentiated to include all and that this is identified within the School Self Evaluation and Action Plan.
- To ensure that the physical nature of our building continues to provide access for all and adaptations are made accordingly.
- To ensure that effective communication is maintained between school, parents and outside agencies.

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

There are no limitations on our curriculum whether this is on or off site. We are an inclusive school and will always strive to ensure equal access to all areas of the curriculum. Our school policies recognize, reinforce and celebrate this fact. Our planning is differentiated, enabling all to achieve. Our Teaching and Learning Policy outlines our commitment to employing different teaching and learning styles, allowing all to achieve. We strive to ensure that we comply with current legislation and will always ensure that we make reasonable adjustments in all areas of the curriculum and the building

environment to ensure that all are included in the school community. We are constantly striving to help all learners develop their full potential.

Resources are used effectively to support all learners, e.g. multi-media, IT, interactive whiteboards, intervention programmes, sensory resources etc.

Risk assessments are written with reference to children identified as having a disability when an activity on or off site is deemed to require this.

Teaching Assistant timetables reflect the need for small group or individual support for children deemed as having a disability. Support is given when and where necessary and this is reviewed and reassessed on a regular basis.

Nine staff have a Paediatric First Aid Qualification and staff have received training from the School Nurse regarding the administration of medication. Parents / Carers must complete a consent form for staff to administer medication and only prescribed medication can be administered; a record is kept of this. Staff, where and when necessary, will be trained to meet the needs of individuals regarding the administration of medication.

We are an inclusive school and will strive to ensure that all children have the opportunity to take part in trips and extra curricula activities within school. Risk assessments are written in consultation with family, staff and any relevant outside agency. Staffing ratios and site visits etc are undertaken. Parents are invited to take part in the activities, if appropriate. Instructors are made fully aware of the diverse needs of the group and individuals and activities modified as necessary. In some cases to ensure the safety of individuals and the group as a whole, the HT may deem it inappropriate for an individual child to attend.

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

The physical environment of the school has been modified to reflect the needs of children meeting the disability criteria. The refurbishment of the building has vastly improved the access to and around the Primary School site.

Signposting within school has been further developed to make signs visual, fire exits, first aid etc. Signs are developed in words and pictures.

Classroom organization is altered where and when necessary by the class teacher and teaching assistants, e.g. children who have a hearing / speech difficulty need to be close

to the teacher, or need to be in a sensitive grouping where they can voice their thoughts in a supportive environment.

Were we to have any pupils in the future with a physical disability which limited their access to the upstairs, classroom space would be re-organised.

We are a small school; therefore subjects are shared between a very small staff. Subject Co-ordinators are aware of their responsibilities within each curriculum area and planning reflects this.

Resources are used to address all learning styles and this allows all to achieve at their own level. Staff act as good role models for all children.

Playgrounds are accessible to all on site. Playground markings have been suggested by the School Council to encourage creative and imaginative play. A variety of resources are available for playtime in the playground equipment boxes and children in Years 5 and 6 have received playground buddy workshops so that all children can be included at playtimes. The Early Years Unit has a garden area directly accessible from the classroom. It houses a variety of large and adventurous play equipment and a cycle track and there is a lower garden area. All children have access to this area and disabled children can access suitable equipment with support. Health and Safety inspections are carried out each year by independent inspectors and daily and/or weekly by the Early Years staff. Any problems are reported immediately to the Headteacher.

Access to specialist advice and support is sought out when and where necessary via the Local Authority.

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

At present all community information in school is given in a written and / or spoken format. Written format tends to be our newsletter, parent letters and website. At School Council meetings we discuss important issues affecting school and they share their thoughts with their peers.

Within school we want to foster an environment where all children can achieve. We firmly believe in identifying learning styles and ensuring that teaching and resources are linked to pupils.

All teaching staff ensure that work is differentiated to allow all to achieve. This is identified in planning.

- Children with learning difficulties gain access to information via simplified texts, incorporating pictures and / or the text is read to them by a teaching assistant.
- Children with speech and language difficulties are supported via picture / symbol systems. Teaching assistant support is also targeted according to need.
- Specific actions are associated with children on the autistic spectrum, e.g. visual timetable, calm atmosphere and small steps in carrying out an activity. Teaching assistant support is targeted where and when necessary.
- Specific programmes are put in place to support learning, e.g. Maths catch up, Toe by Toe, Read, Write Inc etc.
- One of our HLTAs has completed a ten week speech and language therapy course and can offer support via the Talk Boost programme, in addition to the work of the Speech and Language therapists.
- One of our HLTAs has completed a year long ASD accreditation course and supports children with communication difficulties.
- Teachers deliver the SEAL or PSHE materials within each class.
- We regularly run Lego Club to support pupils with anxiety or friendship issues.
- Quiet Club takes place at lunchtime every week for pupils to share some quiet social space with friends.

As a school we are very proud of our achievements both socially and academically. Our school survey shows that our children are happy to come to school and enjoy their time with us. Parents and the community also value the school and staff, as shown in our parents' survey. Academically we strive to ensure that all children achieve their potential. Our tracking and LA data shows good progress from the Foundation stage through to Y6.

Management, co-ordination and implementation

The Headteacher has taken a leading role in the creation and implementation of this accessibility plan and will report to the Governing Body at Governing Body Meetings regarding the progress and direction for future plans.

The plan will be reviewed on an annual basis and formally reviewed in January 2019, where responses will be sought for further progress and development.

This plan is developed in line with other responsibilities:

- SEND legislation e.g. most disabled pupils will also have SEND and the effectiveness of our school's provision to meet SEND will therefore have an impact on the progress of disabled pupils.
- Other parts of the DDA, (duties towards the general public, in part 3 to staff, in part 2, the wider duties to disabled people under the DDA 2005).

Other policies and plans:

- School Self - Evaluation and Action Plan
- School Development Plan
- SEND Policy
- Inclusion Policy
- Asset Management Plan
- Health and Safety Policy
- Child Protection Policy

Co-ordination with other services and agencies:

- NCC SEND Service
- Social Services
- Health Agencies
- Other schools in the education directorate

Accessing the School's Plan

A copy of Allendale Primary School's DDA Plan is available on the website and as a hard copy from school, for a small charge in line with the Publication Scheme. A copy is also available in the policy folder in the Staffroom.

Arrangements for an auditory version of this plan will be made available on request.
Arrangements for a large print version of this plan will be made available on request.

Originally written September 2009

Formally Reviewed by HT and Chair of Governors September 2013

Formally Reviewed by HT and SEND Governor November 2016

Formally Reviewed by HT and SEND Governors January 2018

Review date: January 2019