

ALBOURNE SCHOOL ACCESSIBILITY PLAN 2018 - 2021

The Albourne School Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over the prescribed period. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Albourne School.

Definition (Equality Act 2010)

“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.” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means more than minor or trivial. Long-term means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, attention deficit and hyperactivity (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long term. A significant number of pupils are therefore included in this definition.

Normal day-to-day activity

The test of whether the impairment affects normal day- to - day activity is whether it affects one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or sight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

The accessibility plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the next 3 year period ahead of the next review date of 2021.

Albourne is a seven class rural school that prides itself on its ability to adapt to the needs of its varied community. The school currently has pupils with registered visual and auditory impairment, autistic spectrum disorders, speech and language difficulties, emotional and behavioural difficulties, and learning disabilities.

	<p>of class close to own screen. -Year 2 pupil given place at front of class at side to support vision.</p>				
<p>Access to Curriculum</p> <p>Create effective learning environments for all</p>	<p><u>Staff Training and Attitudes:</u></p> <ul style="list-style-type: none"> ▪ On-going programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Focus in 18/19 on social, emotional and mental health and managing challenging behaviour <i>-Staff meeting on Behaviour planned for 27th March and 3rd April lead by Learning and Behaviour team</i> ▪ Ensure that the curriculum is differentiated for <i>all</i> pupils / with specific focus on the schools present needs – ASD and social communication/ physical disabilities <i>-AT to conduct learning walks termly with a focus on SEND and accessibility (next Learning Walk to take place on Tuesday 12th March 2019).</i> ▪ Ensure all staff are trained appropriately to meet the needs of all pupils – training and advice sought from professionals and parents. <i>-Including Team Teach and SALT training.</i> 	Termly	SENCo time	All staff SENCo	SMT / governors
<p>Access to Curriculum</p> <p>Increasing the extent to which disabled pupils can participate in the curriculum</p>	<p><u>Visually impaired pupils</u></p> <ul style="list-style-type: none"> • Large print and audio formats etc. as required. • Documents provided in alternative formats (enlarged for pupils with visual impairment in Y2 and Y6). • AT to borrow specialist equipment from Sensory Support as required e.g. magnifiers • Books to be borrowed from Library loans in larger print and in dyslexia friendly texts/ formats • iPads to be used to enable children with disabilities to enlarge texts and listen to stories via audiobooks. • Modified enlarged SATs papers to be ordered 		<p>TA time for preparation of resources.</p> <p>ICT support time where needed</p>	SENCo/ Sensory support team	

	for pupils with visual impairment- access arrangements made for testing				
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<p>Access to Curriculum-Subject Specific</p> <p>Ensure equipment is appropriate for pupils with disabilities.</p>	<p><u>ICT</u></p> <ul style="list-style-type: none"> ▪ Review accessibility of ICT (including ipads, tablets & whiteboards, and other specialist equipment already in school) ▪ Ensure advice is followed from Sensory Support Team and other professionals regarding ICT equipment/ maintaining ICT equipment. ▪ Involve pupils in review of hard & software. ▪ Prioritise new software to purchase ▪ Training of relevant key workers/ staff – TA meeting planned on use of interactive whiteboards (Feb 2019) 	<p>Termly review in PP meetings of equipment used</p>	<p>ICT technician and SENCo time</p> <p>Teacher time</p>	<p>ICT technician/ SENCo/ SLT</p>	<p>SENCo</p>
	<p><u>PE</u></p> <ul style="list-style-type: none"> • Ensure that pupils with physical disabilities and needs are fully supported in PE- differentiated planning in place where needed- especially for pupils with physical disability (Y3) and visual impairments (Y2 and Y6). • Ensure that any PPA or supply teachers are aware of pupils' needs/ adjustments that need to be made - Teachers to ensure that cover teachers have access to medical needs/ one page profiles 	<p>Termly</p>	<p>Teacher time for planning and handover SENCo time- One page profiles</p>	<p>Class teachers /SENCo and Senior leadership team</p>	<p>Governors (resource committee) and Leadership Team</p>
	<p><u>School visits (including swimming) and residential trips</u></p> <ul style="list-style-type: none"> • Additional staffing put in place where needed • Accessible transport arranged • Risk assessments in place which include reasonable adjustments. 	<p>As trips are planned</p>	<p>Teacher and SENCo time</p>	<p>Class teachers and SENCo/ SLT</p>	
	<p><u>School Clubs</u></p> <ul style="list-style-type: none"> • Audit provision of after school clubs. Are they accessible to pupils with a SEND? Monitor uptake 	<p>Termly</p>	<p>SENCo time</p>	<p>Class teachers and SENCo</p>	
<p><u>School Responsibilities</u></p> <ul style="list-style-type: none"> • Audit inclusion of pupils with SEND in all aspects of school life e.g. school council, pupil voice, playground buddies, house captains etc. 	<p>Yearly</p>	<p>SENCo time</p>	<p>SENCo and SLT</p>		

<p>Access to the curriculum</p> <p>How information for pupils, parents and the community is made available</p>	<p><u>Availability of documents in alternative format</u></p> <p><u>Newsletters and Information</u></p> <ul style="list-style-type: none"> ▪ Large print and audio formats etc. as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents / different formats on school website available ▪ Homework information available as information sheets in alternative formats as appropriate. 	<p>End of Summer Term 19</p>	<p>Office staff and SENCO time</p>	<p>SENCo</p>	
<p>Keeping pupils safe</p>	<p><u>Review personal evacuation plans.</u></p> <ul style="list-style-type: none"> • Audit signage of evacuation procedures, fire drill etc. • Training for keyworkers and staff in evacuation procedures particularly in supporting the pupil in Y3 with a Personal Emergency Evacuation Plan (PEEP) 	<p>End of Summer Term 19</p>	<p>SENCo time</p>	<p>SENCO</p>	
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, and Health Provision in relation to pupils with disabilities. Involve School Council in reviews. ▪ Consult pupils and staff on any proposed changes. 	<p>2019-2020</p>	<p>Leadership Team and SENCo time to review policies.</p>	<p>Leadership Team and SENCo</p>	<p>Governors</p>
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> • ‘ALLbourne Meetings’ for parents once a term with support from HOPE charity on a range of topics related to need of school cohort. • Review PSHE Curriculum • Review Assembly Programme: widen focus of Different/Same theme- SENCO to lead this in weekly assemblies. Involve local disability groups in assemblies and visits to school • Regular items for newsletter highlighting achievements of pupils with disabilities 	<p>End of Summer term 19</p>	<p>SENCo time to arrange meetings and lead assemblies etc</p>	<p>SENCo</p>	<p>Governors</p>