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ETWALL PRIMARY SCHOOL ACCESSIBILITY PLAN 2018-2020

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.

1 Starting Points

1A: The Purpose and direction of the school's plan: vision and values

Etwall Primary School is a fully inclusive school. There is equality of opportunity for all pupils to follow the national curriculum, to take part in extra curricular activities and participate in the full life of the school. Our aim is to meet the needs of all pupils effectively so that they benefit as fully as possible and achieve their potential.

Individual needs of all pupils are recognised and it is a responsibility shared by all members of staff to maximise the potential of all pupils by tackling as many barriers to learning as possible. Some pupils have additional needs and members of staff have undertaken specialist training e.g. language & communication difficulties, dyslexia, autism, ADHD, sensory processing difficulties, epilepsy and type 1 diabetes.

Specialist learning resources are purchased or borrowed and structural changes undertaken where appropriate e.g. handrails for steps and school safety signs for the visually impaired. The impact of this work is to provide the most appropriate environment for all our pupils to thrive and make progress.

There is a supportive, integrated environment in school and a close partnership with parents and governors. We have a well publicised behaviour policy that was developed in consultation with pupils and staff and it is continually reviewed/revised. This policy is well understood and boundaries, rewards and sanctions are clear.

1B: Information from pupil data and school audit

Currently there are **282** pupils on roll. The school is organised into 9 classes, all but one (Woodpeckers) having a mixed-age group. Pupils come from a wide range of housing (social housing to owner occupier) and the deprivation index for our school is 0.09, compared to the national figure of 0.21.

7.4% of children (21 children) are supported at SEN support or via an Education Health and Care Plan (2 pupils have Education Health and Care Plans October 2017) and 6.7% of pupils are on SEN support. (September 2018). The school population is 80.4% White-British with 12.8% from ethnic minority groups (and 5.7% with a first language other than English).

RAISEonline showed pupil absence at around 2.96%, which is well below the national average figure and FSM uptake is currently 6% (others may be eligible but do not claim), 8.16% are eligible for Pupil Premium funding.

The school is informed of pupils with additional needs whose parents wish their child to attend here by the Local Authority (LA) and feeder schools/placements. Prior to the pupils attending our school the SENCO meets with them and their family, representatives from outside agencies and any other professionals involved. All pupils have an induction visit before starting with us and those with additional needs may visit on several occasions.

All pupils follow the full national curriculum and adaptations to lessons, tasks and learning support are made depending on pupil needs. Staff members are made aware of any pupil who may have a special need by the SENCO and any training or external agency support is planned. Review meetings take place each term (3 times a year) and pupil progress is closely monitored to assess whether any changes in support are required.

A number of pupils in school have additional needs and the range of needs changes on an ongoing basis. At the time of review (September 2018) the current needs being addressed as the child's primary needs in school are as follows: (please note, the primary need only is listed, but the child's additional needs may often overlap)

Social, Mental and Emotional	5
Moderate Learning Difficulties	4
Specific Learning Difficulty	4
Autistic Spectrum Disorder	5
Speech, Language & Communication	5
Physical Impairment/Medical	2
Multi-Sensory Impairment	0
Visual Impairment	0
Hearing Impairment	1
Other Sensory Impairment (sensory processing)	5

Attendance is closely monitored and any pupils with low attendance are identified for support.

Medication is kept in the main school office and administered as required and according to parental instruction. All medicine administration is recorded by the supervising adult to include the pupil's name, the time and date, plus the adult's initials. A dated record is kept of pupil names and medication, which is completed on receipt of the consent form from parents. The names of all pupils with allergies, medical needs etc. are listed and all members of staff receive a copy for reference. Individual Health care plans are devised where necessary.

Bullying is treated as a serious matter in our school and is dealt with immediately. Pupils are encouraged to talk openly about bullying and other unacceptable behaviours to help provide a safe and secure environment for all.

Whenever Looked After Children (LAC) are in our school they are supported by the Head teacher/SENCO, who works closely with carers and any outside agencies involved with the pupil. The school follows the Local Authority (LA) policy on the education of Looked After Children.

Safeguarding arrangements are in place and regularly reviewed by the school governors. The Headteacher is the designated member of staff who is fully trained in LA procedures and who is responsible for regular updates and reviews. The Deputy Head teacher is the co-designated safeguard lead (Wednesdays) and the deputy designated safeguard lead is Sam Toynbee (EYFS Leader). These staff are also fully trained in LA procedures.

There is a strong pastoral care system in school. We offer our children good pastoral care through Positive Play, Outdoor Nurture, and ELSA (Emotional Literacy Support Assistant) as well as targeted intervention where appropriate for vulnerable pupils. Pupil support is provided by staff employed by the school and by others working for outside agencies.

Regular Health and Safety checks are carried out by members of staff and annually by the Governors Resources Committee through a tour of the site when updating the school's programme of work.. There is an annual Health and Safety inspection organised by the LA (Landlord's annual inspection), which results in points for action. An annual H&S inspection is also carried out by the NUT and a report given to the school. All members of staff are aware of the need to report issues of Health and Safety immediately to the Headteacher +/- or the school office via a proforma which is kept on file in the school office. As part of the school's Health and Safety policy staff regularly undertake risk assessments for outdoor activities, visits and practical subjects.

The school is equipped with a changing bed, handrails at two heights, signs for the visually impaired and an adult disabled toilet facility and a child disabled toilet facility. We have a disabled changing room in the school pool. We have a disabled ramp to allow access to the main entrance area, together with ramps to allow access to the rear of the school. Access can also be gained to the KS2 corridor area via the rear doors by Ospreys classroom.

The accessible schools checklist for the physical environment has been completed in 2018 and areas highlighted for action.

Learning and Teaching

Our aim is to develop a broad and inclusive view of the curriculum, extending beyond the classroom to all aspects of school life:

- learning and teaching
- clubs and after school activities
- leisure, sport and cultural activities
- visits and journeys

Lesson observations help to ensure that all pupils have full access to the curriculum. There is ongoing development and support from external agencies

for planning appropriate learning with class teachers and teaching assistants, whilst whole staff training is planned as required.

The school leadership team ensures that all members of staff receive INSET and guidance on new policies and initiatives, pupil needs etc.

1C: Views of those consulted

We enjoy very good support from parents as evidenced by the 95+% attendance at parents' evenings and it is on these occasions that we receive most feedback. Parents and carers are consulted on specific issues through newsletters, which afford the opportunity to send a written submission to school. The school also uses questionnaires and open meetings through the Working Together Group. The Headteacher is responsible for providing a response to the parental submissions.

Review meetings take place each term (3 times per year) for those pupils with an Individual Education Plan (IEP) and valuable feedback is collected at these times. The views of parents, pupils and others are noted and actions planned. Annual school reports give the opportunity for parents to comment and we encourage parents to contact the school at any time should any issues arise. We also receive formal feedback from the annual review meeting for children with statements/EHCPs of SEN.

External agencies presently working with school are as follows:

Autism Outreach, Behaviour Support Service, CAHMS, Community Health Team, Educational Psychologist, Community Paediatrician, Educational Welfare, Hearing Impaired, Occupational Therapy, Domestic Violence support for children, Physiotherapy, Speech and Language Therapy Services, Support Service Special Educational Needs and Support Service for Physical Impairment, Multi-agency Team (MAT), Positive Play service.

2 The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Etwell Primary School works hard to ensure that all pupils with disabilities participate fully in all aspects of school life. Disabled pupils attend all trips and reasonable adjustments are made to any clubs or after school activities as appropriate.

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

Reference: Action Plan **IMPROVING ACCESS TO THE CURRICULUM**

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

Reference: Action Plan **IMPROVING THE PHYSICAL ENVIRONMENT**

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

Reference: Action Plan **IMPROVING THE DELIVERY OF WRITTEN INFORMATION**

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