

Alverthorpe St Paul's CE (VA) School

Accessibility Plan 2017 -20

1. Schools Planning Duty

- 1.1 Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010;
 - To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
 - To prepare and publish a Disability Equality Scheme to show how they will meet these duties.
- 1.2 According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical, sensory and other mental impairments and learning disabilities.
- 1.3 The Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.
- 1.4 In accordance with the Act the plan focuses on three 'key areas':
 - 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.
- 1.5 It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.
- 1.6 The plan is to be reviewed and updated every three years.

2. Mission Statement

Alverthorpe St Paul's Church of England School is built upon Christian values. We will provide the highest quality of education through an innovative and exciting curriculum. We believe that everyone should feel safe, secure, valued and respected. We aim for everyone to be the best they can be in everything they do.

Christian Values

Our Christian values underpin our school ethos. We have six values that are explored in detail as part of our collective worship. They are also addressed through the curriculum and are an integral part of our behaviour policy. These values are:

KOINONIA THANKFULNESS FRIENDSHIP FORGIVENESS TRUST COMPASSION

- 2.1 In drawing up this Accessibility Plan the school set the following priorities:
- To provide safe access throughout the school for all users
 - To ensure that the learning and teaching environment and resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training for all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- 2.2 Consultation has taken place with the Premises sub-committee, the named SEN Governor, Staff, Parents of children with a disability and children with a disability.
- 2.3 We are committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document and should be considered alongside the following school policy documents:
- Special Educational Needs
 - Equal Opportunities
 - The School and Wakefield LA (SEND) Local offer
 - Safeguarding Policy
 - Health & Safety Policy
 - Staff related policies, e.g. risks assessments, Return to Work
- The plan itself will also be used to advise and inform other school planning documents and policies.
- 2.4 It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

- 3.1 The school is committed to inclusivity.

- 3.2 The school works closely with feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.
- 3.3 The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. The school works with outside agencies to ensure any additional resources that are needed can be sourced using additional top-up funding where appropriate.
- 3.4 The school works closely with specialist services including:
- Advisory Teacher for Hearing-Impaired
 - Advisory Teacher for Visual Impairment
 - Occupational Therapists
 - Physiotherapists
 - Speech and Language Therapists
 - Educational Psychology Service
 - Learning Support Service
 - CAMHS
 - Nursing Team
 - Behaviour Support Service
 - Other advisory services and charities
- 3.5 Facilities and support currently on offer at the school include:
- Learning Mentor to support with Pastoral Care(including bereavement, grief counselling and parent support)
 - Designated office/room for counselling/discussions with Learning Mentor
 - Two SEN Teaching Assistants
 - ELSA Support Assistant
 - Sports Teaching Assistant to deliver Fit to Learn Programme
 - Senior Member of the team with SENCo responsibilities
 - Autistic Friendly Provision in all classes (with Visual Timetables)
 - Specific Learning Difficulties interventions e.g. Beat Dyslexia, Toe by Toe
 - Range of literacy and maths interventions (e.g. Extra comprehension, success in arithmetic programmes)
 - I pads / access technology
 - Speech Therapy support (Autumn term every 2/3 years to train Teaching assistants)
 - Shared areas for small interventions work, peripatetic instrumental tuition
 - Nurture group at the start of the school day
 - Access to ALL extra-curricular activities, clubs, school visits (including the residential visits)
 - Use of a variety diagnostic assessments e.g. Dyslexia Screener, Dyscalculia
- 3.6 The school celebrates diversity, individual uniqueness and its curriculum promotes tolerance, awareness and acceptance of all

pupils. Resources and activities are chosen to show disability and diversity positively.

4. Evaluations from the last Accessibility Plan

- 4:1 The Learning Mentor's room is widely used for counselling sessions, meetings with parents.
- 4:2 The doors in Early Years are extra wide to ease access. Classrooms have been extended to accommodate the large classes (with the exception of Year3.
- 4.3 All classrooms have soft flooring to ease acoustics for the Hearing Impaired. The next area is the Management area.
- 4.4 The SEN Teaching Assistants, ELSA Teaching Assistant, Learning Mentor, SENCo have all received CPD to enhance their roles.
- 4.5 The school has one disabled toilet in Key Stage 1 and a large main toilet in the main entrance that can accommodate all the existing disabled people within the school.
- 4.6 A variety of interventions have been developed and appropriate changes have been made to ensure all children with SEN and/or a disability are included within the mainstream curriculum.
- 4.7 Individual risk assessments have been made particularly for residential visits e.g. for a child with diabetes, cerebral palsy or a child in need of particularly support and attention.

Current Actions:

5. Improving Access to the physical environment of the school

- 5.1 There are a few areas of the physical environment such as the playground adjacent to the porta cabin which is not accessible for a person with a wheelchair due to the gradient of the hill and the steps. Adjustments and capital funding would be required from the Local Authority.
- 5.2 The building is continually enhanced through the school's building maintenance and redecoration programme.
- 5.3 Applications have been made to extend Year 3 classroom and also to provide a SEN working space that would allow quiet 1:1 work.

6. Improving the delivery of information to persons with a disability

- 6.1 The SENCo is aware of the resources (including the software) that are available for children with a disability.
- 6.2 Staff know they can ask for support from the SENCo

7. Review and Implementation

- 7.1 The Accessibility Plan is reviewed annually by the Premises sub-committee and with the named SEN Governor. In addition the full Governing Body will review this in full every three years.

- 7.2 The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next Action Plan.
- 7.3 This plan along with Appendix 1 – the Action Plan will be displayed on the website.
- 7.4 The Lead Persons for this plan are the SENCo and Headteacher. Support will be received from the Premises Manager, the Senior Leadership Team and named SEN Governor
- 7.5 Named Persons responsible:
 - Headteacher: Mrs C Chell
 - SENCo: Mrs S Wood
 - Deputy Headteacher: Mrs C Somerville
 - Premises Manager: Mr M Sutcliffe
 - Monitored by the Named SEN Governor: Mrs L Hanson

Date: 28th March 2017 (Approved by Premises 7th March 2017)

Annual Reviews Spring Term

Full Review date: March 2020

Christine Chell 3.3.17