

Appleton Primary School accessibility plan

2022 - 2025

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.**

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three 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 and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

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

School Vision Statement

Our vision at Appleton Primary school is to create a caring environment in which each child feels happy, secure and motivated to learn. To identify value and positively foster his/her individual talents and to offer pupils a curriculum which is coordinated, differentiated and challenging. We aim to encourage independence of mind and a questioning spirit, to promote an awareness of moral values, service, friendship and the communal responsibility of all.

To achieve this vision, the school and all members of the school community have a strong commitment to the 'inclusion' of pupils irrespective of physical, learning, language or cultural difficulties.

We fully support the National Curriculum statement on inclusion and plan carefully to recognise and remove those barriers that are found in school as part of our vision to provide equal opportunity to all of our pupils.

Staff and governors have regular training updates on the requirements of the Disability Discrimination Act, in particular their key duties towards disabled pupils which apply to every member of staff.

The school will work in partnership with the LA in prioritising physical changes to the school building, in requesting financial support and in drawing up cost effective and manageable projects. The DFES capital grant as well as the annual school budget will be used to support any changes needed.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Sustain the strong commitment to providing curriculum access through differentiated planning and appropriate support, in terms of personnel and resources.
- Provide more training for teachers on differentiation throughout the school
- Provide more training on specific conditions relating to children in school e.g. cerebral palsy
- Look at changes to playground for better access
- Work out further means of communicating and consulting effectively with parents who may themselves experience barriers, e.g. language, visual impairment, literacy difficulties.
- Continue to improve physical access to the building at an increasing number of points through ramps and signage.
- Rolling programme of redecoration to take account of needs, e.g. colour schemes for visually impaired, Improved signage throughout the school specifically for children with visual impairments
- Continue to provide INSET and induction for members of staff and governors to ensure a clear understanding of the nature and variety of disabilities to be addressed under the DDA.
- Develop and extend liaison and outreach support from Special schools and services.

1B: Information from pupil data and school SEN audit shows the context of Appleton Primary School

- Appleton is a large popular school with 290 FTE on roll
- We have a 39 place nursery
- Our pupils are confident, friendly, secure and well behaved
- The five outcomes of Every Child Matters underpin all existing practices at Appleton
- When children enter our foundation Stage they are generally below average (ref: OFSTED 2016 and Foundation Stage Profiles)
- The level of children with SEN is below LEA and National Average but has increased significantly over the last 5 years.
- There are currently 48 children on the SEN register with (7 of them having statements). This represents 17% of the school population which is less than national average.
- Speech and language is poor as identified by baseline data in which many of the children are working below and in some cases well below national expectations
- -When children enter school at 3 attainments is below national average (ref: on entry data and LEA profile). Speaking and Listening is poor and many have little idea of numbers.
- . Literacy and Numeracy developments continue to have an impact. Our targets are as always very challenging.
- In general pupils with special educational needs achieve well and make good progress throughout the school (ref: tracking, evidence from all vulnerable groups supports this as they also make good progress)
- . Those that make progress in smaller steps are identified as children who have started from a very low baseline.
- Children with special educational needs enjoy the range of activities provided in their lessons and they work hard and are aware of how to improve their work and how to get help if they need it
- In order to ensure entitlement for all, the school has an equal opportunities and inclusion policy, which was agreed with the governing body. This policy is incorporated into all our policies for curricular and non-curricular activities. All staff are aware of the importance of inclusion and bear this in mind when planning and evaluating children's work and ordering resources.

- The RE and PSHE curricula ensures that children learn to respect children with disabilities appreciate the detrimental effects of bullying
- . Every child from F1 to Yr. 6 is included in school productions and class assembly. Sports Day gives every pupil the opportunity to participate in all events at their own level.
- . Gender issues are very important in terms of pupil performance and staff are aware through results of assessments. analysis of tracking information ensure progress is made by particular groups of children, such as boys, girls, and able children, those with SEND, ethnic groups and children with summer birthdays.
- It is central to our belief at Appleton that we value the whole child and try to develop an ethos of caring and helping through appropriate behaviour and attitudes.
- . All children and adults in school are treated with respect and as part of the Appleton Family. Children throughout the school respond very positively to children with SEND and support them in their learning.
- Pupils have very good attitudes to school and maintain very good standards of behaviour.
- Attendance of children with SEND is excellent and we have never had any fixed term exclusions.
- Their personal development and the quality of relationships between all members of the 'Appleton family' are excellent and are real strengths of the school (OFSTED)
- Class teachers get to know the children very well and play a key role in assessing this. The SENCO also works closely with class teachers who identify children they have concerns about and then place them on the SEND register if necessary.
- Progress of SEND children is tracked using teacher assessment, targets and monitoring by SENCO.
- Termly reviews with SEND children and their parents ensure that they have input into their targets and are aware of progress being made. These parents regularly tell teachers how pleased they are with the improvements they see not only in their child's work but also in their confidence.
- All information about pupils, including reports, is forwarded to the next teacher when a child moves up to their next class.
- The school's behaviour policy details ways in which staff are expected to deal with any inappropriate behaviour or concerns they may have. This includes a clear behaviour pathway with appropriate steps highlighted. This is displayed throughout the school so staff and pupils can see it and understand it.

- When monitoring takes place, attitudes to learning and behaviour of the SEND children are carefully observed to check pupils' responses. These issues are then discussed with the teacher and if appropriate with the whole staff. During the spring term pupils are interviewed by subject co-ordinators as part of our scrutiny of work programme. Pupils are then able to feedback directly to staff what they feel are the positives and at times the negatives.
- . The emphasis throughout the school is very much on praise and positive reinforcement of all the good things in our community and our society.

1C: Views of those consulted during the development of the plan

The views of everyone involved in the school are very important to us

Surveys are used regularly in classrooms and through the school council. Each year views of parents are also sought

Other opportunities are also sought through: Circle Time, IEP reviews, parent interviews, the School Council and face to face conversations

Views of staff are sought through staff meetings and individual personal interviews

Staff and Governors contribute to the School Improvement Plan, SEND plans and therefore Accessibility plan

All views are valid and welcomed

The school has set the following priorities in respect of consultation on the plan:

- To use the information from the sources above to inform the plan and adapt it over time

2. The main priorities in the school's plan

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

- At Appleton we believe that we are already very effective in ensuring that all children with a disability can participate in the school curriculum.
- As part of our commitment to this we have invested very heavily in the support of Teaching Assistants who are able to work with these individual children.
- Our main priority is to sustain this because although money is provided by the LA we have to top it up in order to provide the level of commitment that we believe these children require. This has a huge impact on our school budget and could become an issue in the future as the level of provision declines.
- As children with physical disabilities move throughout the school we must address issue of accessibility to all areas of the school including outside building, again this may involve funding issue
- As a school governing body we will always look at the child's needs first before we look at the funding implications
- We will continue to work closely with outside agencies to draw on expertise when appropriate
- Access to **all** areas of the curriculum for **all** children is fundamental to the ethos, principles and philosophy of our school

Although this plan spans three years (2022 -2025) in line with school policy it will be reviewed annually and areas will be prioritised accordingly.

The school has set the following overall priorities for increasing curriculum access:

- To continue to provide appropriate high quality support to individual children as required
- To provide training for teaching and non-teaching staff in the following areas: speech and language, specific learning difficulties (e.g. dyslexia), Autism and Asperges syndrome, child development, vision etc.
- Liaise with outside agencies
- Review plans and policies through school's self evaluation process to ensure children are making appropriate progress and having appropriate access

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school has set the following priorities for physical improvements to increase access:

- Incorporation of appropriate colouring when refurbishing, specifically toilets as child with visual impairment progresses throughout the school
- Changes to playground to improve access for wheelchair users both children and adults

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The school has set the following priorities for providing information for disabled pupils:

- Availability of written material in alternative formats e.g. large print, different coloured paper
- Use of large print or other modifications, in consultation with the Visually Impaired Service
- Making home-school communications more accessible to parents who may have difficulties in literacy of English language understanding. Use of different formats and size of fonts, translations if needed, face to face explanations.

3. Making it happen

3A: Management, coordination and implementation

- The plan will relate to the School Improvement Plan, the SEND policy and development plan, asset management plans and health and Safety policies.
- The local governing body, will monitor and review the progress and effectiveness of the plan annually.
- The SENCO and CPD co-ordinator will liaise with the Head teacher on issues relating to staff development and training.
- The SENCO, Head teacher and subject co-ordinators will continue to analyse progress among the SEN population of the school.
- The Head teacher will communicate with the MAT on larger issues and projects
- The MAT board and Head teacher will allocate funding as part of each year's budget setting.

3B: Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

- Presented to staff and the Governing Body.
- Available on request from Head teacher
- Reference made in booklet to new parents
- School Website