



## Accessibility Plan - 2016 - 2019

### Introduction

The SEN and Disability Act 2010 extended the Disability Discrimination Act 1995 (DDA) to cover education. Denbigh Community Primary School has 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 ensure access to education for disabled pupils.

This plan sets out the proposals of Denbigh community Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

The Accessibility Plan will contain relevant and timely actions to:

#### **1. Increase access to the curriculum for pupils with a disability**

*Eg. Expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.*

**2. Improve access to the physical environment of the school, adding specialist facilities as necessary**

*Eg. This covers improvements to the physical environment of the school and physical aids to access education.*

**3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities**

*Examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.*

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.

This plan has been written by the Inclusion Manager in consultation with staff, governors and other stakeholders.

Date of Plan: October 2016

To be annually reviewed.

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘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.’

The definition includes people with: Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health Issues, Incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy and Sickle Cell Anaemia.

Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

## **The purpose and direction of the school’s plan: vision and values**

At Denbigh Community Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We believe that everyone should be happy, safe and ambitious to reach their learning potential. We provide a fun; engaging and stimulating curriculum that ensures all pupils have the opportunity to do their best. We encourage resilience, collaboration, curiosity and self-worth, providing everyone with the skills they need to fulfil their dreams.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

## **Information from pupil data and school audit**

We currently have a whole range of children of all backgrounds, needs and abilities.  
At October 2016:

- asthma
- eczema
- hearing impairment
- diabetes
- rare syndromes
- allergies – including those requiring Epi-Pens

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

All people consulted value the ability of the school to cater for the differing needs of pupils.

### **The main priorities in the school's plan**

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary ***to fully include them in the life of the school.***

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

### **ACCESSIBILITY ACTION PLAN January 2016-19:**

#### **Access to the Curriculum**

<b>Target</b>	<b>Actions to achieve target</b>	<b>Success Criteria</b>	<b>Lead person</b>	<b>Review Date</b>
Increase confidence of all staff in differentiating the curriculum	Assess staff training needs on curriculum access Assign CPD for differentiation and recording methods	Raised staff confidence in strategies for differentiation and increased pupil participation	SENCO/Inclusion Manager/Learning and Teaching Lead	On-going and as required October 2017 October 2018 October 2019
Ensure classroom support staff have specific training on disability issues	Through TA meetings & training Update on Dyslexia Update on how to support HI pupils Annual updates	Support staff are even more aware and supportive of pupils needs Pupils well supported in lessons and interventions	SENCO/Inclusion Manager/Learning and Teaching Lead	On-going and as required  Also review annually October 2017 October 2018 October 2019

Use ICT software to support learning	Review needs of learners to consider whether any new software or APPs are required to support access to curriculum Consider this in Data Review meetings and Personal Plan reviews	ICT used where necessary – Clicker, recording devices (voice/visual) etc Pupils can access curriculum fully	SENCO/Inclusion Manager/Learning and Teaching Lead	On-going and as required  Also review annually October 2017 October 2018 October 2019  Data review meetings
All educational visits to be accessible to all	Teachers of pupils with disabilities to plan for access to educational visits. Use LA guidance for planning accessible trips when finalised.	All pupils with disabilities access school trips successfully	SENCO/Inclusion Manager	On-going and as required  Also review annually October 2017 October 2018 October 2019

### Physical Environment

Denbigh Community Primary School is housed in a purpose built school building. It provides wheelchair access to the main entrance, all Key Stage / Year group entrances, internal doors set at width to accommodate wheelchairs, ramp access to all levels and a disabled toilets are available in KS1 and KS2. There are also accessible toilets in the Early Years and Foundation Stage.

### Delivery of information

Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Ensure that information on the website can be enlarged and statement on the website if anyone requires information in another format	Speak to the website team to check and place wording on the website if not already there and obvious. Messages in newsletters as a standing item.	Stakeholders will know that if necessary, information can be presented to them in alternative formats.	Inclusion Manager  Web site team	October 2017