

# VAUGHAN PRIMARY SCHOOL

## Accessibility Policy and Action Plan

**Date of Policy:** Autumn 2019  
**Date of Review:** Autumn 2020  
**Next Review:** To be reviewed annually

### Policy Review Dates

| <b>Review Date</b> | <b>Changes made</b> | <b>Shared with staff</b> |
|--------------------|---------------------|--------------------------|
| Autumn 2019        | Pages 8 and 10      | Autumn 2019              |

This policy should be read in conjunction with the school's SEND Information Report, SEND policy, Assessment policy, Equality plan, Health and Safety policy, Medical Conditions policy, Safeguarding and Child Protection policy and Keeping Children Safe in Education guidance (September 2019).

## **Definition of Disability**

The Equality Act 2010 gives a broad definition of disability.

### **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 Disorder (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**.

All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

**A significant number of pupils are therefore included in the definition.**

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### **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 eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The definition of SEND (see school policy) includes many, but not all, disabled children. A disabled child has SEND if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

## **Aims and Objectives**

Vaughan Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This document aims to clarify the school's legal duty to improve accessibility for disabled pupils, establish a strong ethos of inclusivity, outline the school's plans to improve the levels of access to all people regardless of their abilities, provide an audit of the current position and outlines an action plan to further enhance accessibility within the school for its pupils, staff and wider school community.

Vaughan Primary School Accessibility Plan (Appendix One) shows how access has been improved for disabled pupils, staff and visitors to the school and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

**Schools are required under the Equality Act 2010 to have an accessibility plan.**

**The Accessibility Plan contains relevant and timely actions to:**

- Increase the extent to which disabled pupils can participate in the curriculum and contain relevant and timely actions to increase access for pupils with a disability, ensuring that pupils with a disability are as, equally, prepared for life as are our pupils who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers expanding the curriculum as necessary to ensure that pupils are as equally prepared for life; 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.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, adding specialist facilities as necessary.
- Improve the availability of accessible information to disabled pupils and their families, staff and visitors with disabilities; examples might include handouts, timetables, newsletters, texts and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The plan is available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **Responsibilities**

To help us meet the aims of the policy, the persons below have the following responsibilities:

| <b>Name of Stakeholder</b> | <b>Responsibility</b>  |
|----------------------------|--|
| The Head teacher           | Evaluates the impact of the plan.  |
| Senior Leadership Team     | Monitors the adjustments made for disabled pupils.   |
| Class teachers             | Ensure disabled pupils participate fully in school life and make progress.                                       |
| Governing Body             | Approve and monitor the plan.  |
| Parents                    | Parents work with the school to ensure that their child is included and consulted regarding access arrangements. |
| Pupils                     | The pupil population have a responsibility to include peers with a disability in all parts of school life.       |

### **Physical Environment**

All long and short term plans to change the physical environment take account of the needs of disabled pupils, their families and prospective pupils.

The school building has been designed and improved to ensure accessibility have included the following:

- The building is wheelchair accessible
- A physical environment that is safe and welcoming
- Accessible toilet facilities available throughout the school
- Space for small group work and individual work for targeted learners
- Sound system in Main Hall
- Handrails on stairs
- The installation of a lift to enable access to the first floor in the Junior School. Any children are supervised by a member of staff at all times when using this
- The installation of additional disabled toilet facilities on all floors in the Infant and Junior buildings with changing facilities
- Wide corridors to facilitate wheelchair access

- Improved signage in the school building and grounds
- Accessible parking is always available
- Provision of dedicated disabled parking spaces in the main carpark
- Door push/pull bars
- Support for parents at parent consultations, for example an interpreter to translate or a BSL Interpreter

### **We will:**

- ensure that staff receive relevant training to ensure they can support children with special needs
- provide access to support from external professionals as required
- provide a commitment by staff and governors to ensure that Vaughan Primary School is an inclusive school
- actively demonstrate a commitment to try to ensure compliance with DDA and SEND Code of Practice

### **Curriculum**

The curriculum is differentiated to enable pupils with Special Educational Needs and/or Disability (SEND) to access learning and remove barriers whenever possible (see Special Educational Needs and Disability Policy and SEND Information Report). Regular training for staff is provided for pupils with specific needs, such as Autistic Spectrum Disorder, Hearing Impairment and Visual Impairment.

Visual timetables are produced for identified pupil and all information from Parents Information Evenings is placed on the website. Translators and interpreters are used at parent consultations when required.

Resources are allocated to help to ensure pupils are given appropriate support including:

- Teaching Assistant and Learning Mentor support
- Specialist Equipment
- ICT facilities

Advice is sought from specialist agencies including health professionals when appropriate. Individual support and health care plans are put in place to ensure pupils' specific needs are met.

### **Access to Information**

The school will make every effort to provide information in an accessible format. This will include making use of services provided by the Local Authority through its Local Offer.

### **Special Needs**

Vaughan Primary School provides for the additional needs of pupils with a disability who have SEND. These pupils with long term medical conditions have an Individual

Health Care Plan (IHCP) which records the nature of the medical condition and the steps needed to ensure access to the curriculum and to manage the condition. Vaughan Primary School provides a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

### **Equal Opportunities**

The Governors will ensure compliance with the current legislation regarding Equal Opportunities. Compliance with the Equality Act 2010 is consistent with Equal Opportunities legislation. The school recognises and complies with its duty under Equality Act:

- Not to discriminate in the provision of education and associated services.
- Not to discriminate against pupils in admissions and exclusions.
- Not to treat pupils less favourably
- To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage.

### **Parent Involvement**

Vaughan Primary School recognises and values each parent's knowledge of their child's disability and its effect on his/her ability to carry out normal activities. The school respects the parents and child's right to confidentiality. Parents' views are sought and incorporated into any reasonable adjustments the school makes.

### **Assessment**

Assessment for disabled pupils will follow the Assessment Policy.

### **Monitoring and evaluation**

The Head teacher and Governors will monitor the accessibility plans and strategies at each committee meeting. Success will be evident when pupils with a disability participate fully in school life and when they feel part of the school and are included by their peers in all parts of school life. Surveys will be carried out annually to ensure the school has up to date information regarding the level and nature of needs in the school community.

### **Community Involvement**

The school community are actively consulted and involved in any plans and strategies to improve access for pupils with a disability. The new building work has taken account of the needs of pupils and parents with disabilities. Reasonable adjustment will continue to be made to ensure anyone with a disability is able to participate as fully as possible in all aspects of school life, including concerts, assemblies, meetings and school trips. The Local Authority works with the school to provide a source of specialist teachers, advisers, SEN support and health professionals.

### **Health and Safety**

Risk Assessments are undertaken and monitored by the school Health and Safety Officer and the Site Manager. Any recommendations are fully implemented by the Head teacher and monitored by the Governors.

### Appendix One

#### **Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| <b>Targets</b>  | <b>Strategies</b>  | <b>Timescale</b>  | <b>Responsibilities</b>                             | <b>Success Criteria</b>  |
|---|--|---|---|--|
| To liaise with all incoming nurseries/settings regarding potential intake for September 2020  | To identify pupils who may need additional to or different from provision for September 2020.  | April 2020 onwards once intake is confirmed via admissions. | EYFS Leader<br>Class teachers<br>SENDCo             | Procedures/equipment/ideas are set in place for September 2020 prior to new intake.<br>New intake pupils with any disability/health needs are able to be fully integrated into school. |
| To review all statutory policies to ensure they reflect inclusive practice and procedures.  | Annually review policies through Governance committee to ensure that any necessary changes can be made to improve our inclusive practice.  | Ongoing   | Head teacher and SLT                                | All policies clearly reflect inclusive practice and procedure and comply with the Equality act 2010  |
| To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with mobility difficulties, asthmatic pupils & diabetic pupils. | SENDCo and Welfare staff to liaise with all necessary agencies e.g. school health, CAMHS etc to ensure all needs of pupils are met.<br>All information to be shared with class teachers so that support can be given in class. | Ongoing   | Head teacher<br>Class teachers<br>Welfare<br>SENDCo | Clear collaborative working approach.  |
| To ensure that the medical needs of all pupils are met fully within the capability of the school.   | Administration of medicines policy updated.<br>Close liaison with outside agencies/parents who can support school in drawing up care plans for individual pupils as required.  | Ongoing   | Head teacher<br>Class teachers<br>Welfare<br>SENDCo | The needs of all pupils with medical needs are met in school.  |



| <b>Targets</b>   | <b>Strategies</b>   | <b>Timescale</b> | <b>Responsibilities</b>                                      | <b>Success Criteria</b>   |
|--|---|------------------|--|---|
| Promote positive attitudes towards pupils and all others with disabilities.                      | Celebrate and highlight key national/local events such as disability awareness week.<br>Promote outside visits from disability groups.<br>Partake and promote disability awareness day across the school to enable children to learn about a range of different disabilities.<br>Provide opportunities for children with a disability to have a voice, e.g. Learning Council. | Ongoing          | Head teacher<br>Class teachers<br>SENDCo<br>Learning Mentors | Pupils demonstrate in school that they have a positive attitude towards disability.<br>Range of activities/events to promote disabilities in a positive light and enable children to reflect on their understanding of what it might be like to live with a disability. |
| To ensure that appropriate curriculum adjustments are made to ensure fair access for all pupils. | Teaching staff to continually consider the needs of all pupils when planning lessons.<br>Adjust resources accordingly such as text size, paper colour, writing equipment and classroom position etc.<br>School staff to seek appropriate support from outside agencies, if deemed necessary for a particular child.   | Ongoing          | Class teachers<br>Teaching Assistants<br>SENDCo              | All pupils can access the curriculum and curriculum is adapted to meet their individual needs.  |
| To ensure full access to the curriculum for all pupils.  | A differentiated curriculum with adaptations made for pupils.<br>A range of support staff including Trained Teaching Assistants who provide targeted support.<br>Multimedia activities to support curriculum areas.<br>Use of interactive ICT equipment.<br>Specific equipment sourced from Occupational Therapy as required.   | Ongoing          | Class teachers<br>Teaching Assistants<br>SENDCo              | Advice taken and strategies evident within day to day teaching and planning.  |

| <b>Targets</b>   | <b>Strategies</b>  | <b>Timescale</b> | <b>Responsibilities</b>                         | <b>Success Criteria</b>  |
|--|--|------------------|---|--|
| Ensure that where possible pupils with disabilities have full access to trips and extracurricular activities | Seek specialist advice.<br>Consult with parents regarding adaptations and/or reasonable adjustments for extracurricular activities or access to a particular trip.<br>Training for staff in risk assessment for varied school activities to include: trips and extracurricular activities. | Ongoing          | Head teacher<br>Class teachers<br>SENDCo        | Pupils with disabilities are able to access the curriculum and extra-curricular activities.  |
| To ensure that all pupils with disabilities are able to participate fully in PE lessons within school.       | Use of Inclusion clips to support teachers in understanding how teaching and learning can be adapted for pupils with disabilities.<br>Support from PE Co-ordinator.<br>Opportunities for children to participate in specialist Local Authority events.                                     | Ongoing          | PE Co-ordinator<br>Class teachers<br>SENDCo     | Improved participation levels of pupils with SEND.   |
| To review the attainment and progress of all SEND pupils, including pupils working at Greater Depth.         | SENDCo and class teachers to meet termly to discuss individual pupils.<br>Pupil progress meetings used to discuss progress of SEND pupils.<br>Liaison with parents to discuss next steps and strategies for supporting pupils with SEND needs.   | Ongoing          | Class teachers<br>Teaching Assistants<br>SENDCo | Progress made towards outcomes.<br>Provision mapping shows clear steps and progress made.<br>Analysis data to show outcomes for SEND pupils. |

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

| <b>Targets</b>  | <b>Strategies</b>   | <b>Timescale</b> | <b>Responsibilities</b>            | <b>Success Criteria</b>   |
|---|---|------------------|------------------------------------|---|
| Ensure school staff and governors are aware of any potential access issues.   | Premises committee to monitor current accessibility within school and identify areas for development. | Ongoing          | Head teacher<br>Premises Committee | All staff and governors are aware of any necessary areas which need to be improved.                                       |
| Ensure all pupils with a disability can be safely evacuated in the event of a fire.   | Put into place personal evacuation plans (PEP) for all pupils with difficulties.                      | Ongoing          | SENDCo<br>Class teachers           | All pupils with a disability who need a PEP have one in place and are able to be safely evacuated from the building.      |
| To ensure that the lift within school is appropriately maintained to ensure it can be used for pupils with physical disabilities if needed. | Lift to be on a service contract to ensure it is maintained regularly.                                | Ongoing          | Site Supervisor<br>Head teacher    | Any pupils/members of staff who require the use of the lift are able to use it if necessary.                              |
| Maintain safe access for visually impaired pupils and parents.  | Check exterior lighting is working on a regular basis.  | Regular checks   | Site Supervisor<br>Head teacher    | Visually impaired pupils and parents are able to access school vicinity safely.   |
| Maintain a safe site and ensure that any health and safety issues are identified and addressed.   | Regular health and safety checks take place within school.  | Regular checks   | Site Supervisor<br>Head teacher    | School site is maintained so that disabled access is constantly available and any health and safety issues are rectified. |

**Aim 3: To improve the delivery of information to disabled pupils and parents.**

| <b>Targets</b>   | <b>Strategies</b>  | <b>Timescale</b>   | <b>Responsibilities</b>    | <b>Success Criteria</b>                                    |
|--|--|--|----------------------------|--|
| Ensure parents with a disability have every opportunity to be involved in school life and that all visitors with a disability can park in the school car park. | Utilise disabled parking spaces for visitors to drop off and collect children.<br><br>Ensure that disabled parking space is always guaranteed within school car park for visitors to school.         | Ongoing and reviewed regularly to ensure areas for improvement are identified and acted on | Head teacher<br><br>SENDCo | Parents with a disability actively encouraged into school. |
| Review information to parents/carers to ensure it is accessible.   | Consider carefully use of language etc used on letters when communicating to parents etc.<br>Continue to review our communication systems in order to engage more parents in the life of the school. | Ongoing and reviewed regularly to ensure areas for improvement are identified and acted on | Head teacher<br><br>SENDCo | All parents receive information in a form they can access. |