



Repton Manor Primary School

Accessibility Plan 2016 - 2019

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Repton Manor Primary School Accessibility Plan: 2016 – 2019

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Definition of the terms:

- ‘Physical Impairment’ includes sensory impairments
- ‘Mental Impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness.
- ‘Substantial’ means ‘more than minor or trivial’; and
- ‘Long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as Dyslexia, Autism Spectrum Disorder (ASD), Speech and Language Impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on 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.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. At Repton Manor Primary School the Plan informs all sections of the School Development Plan and will be monitored by the

Headteacher and evaluated regularly by the Governing committee. The current Plan will be appended to this document.

At Repton Manor Primary School we recognise that all individuals are unique and special, regardless of their Additional Educational Needs. We endeavour to ensure that all children have the right to feel safe, secure and loved on a daily basis, with both their academic and social needs being met. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning.

1. The Repton Manor Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. Repton Manor Primary School is committed to providing an environment that enables full access to the curriculum 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.

4. Repton Manor Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. Repton Manor Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Register
- Discipline and Anti-Bullying Policy
- Teaching and Learning Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Development Plan
- Special Educational Needs and Disability Policy

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored by the relevant Governing Body Member.

12. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aim 1: To increase the extent to which disabled pupils can participate within the school curriculum

Our key objectives is to reduce and eliminate any barriers to learning preventing full participation within the school community for our pupils and prospective pupils identified as having a disability.

	Targets	Strategies/ Actions	Timescale (By when)	Responsibility (By Who)	Success Criteria	Review
Short Term	To liaise with Nursery Providers to review September intake.	Identify pupils identified as SEN support or have an EHCP Implement necessary provision/ training Liaise with appropriate professionals/ services	July 2017	LSum/ SM and EYFS Team	Appropriate equipment and resources sourced to support individual needs and in place by Sept 2017 Additional transition sessions provided where appropriate.	
	To review all statutory policies to ensure that they reflect inclusive practice and procedures	To ensure all policies comply with the Equality Act 2010	On-going 2016/2017	HT/ SLT and All Subject Leaders	All policies clearly reflect inclusive practice and procedures.	
	To further develop close liaison with health agencies for pupils with disabilities.	To ensure collaboration between all key professionals, increasing the involvement of professionals at review meetings.	On-going 2016/2017	LSum/ PSM and Outside agencies.	Clear collaborative working relationships development for professionals for all pupils.	
Medium Term	To further close the gap for pupils with SEND.	Pupils discussed as part of PPM/ SEN Reviews/ Parents evenings Assessment systems refined – improved analysis of groupings. Regular liaison with parents – SEN reviews. Use B Square to track small steps of progress for individual pupils making below expected or no progress.	Termly	LSUM/ Teachers	Provision mapping reflecting provision discussed in PPM, tracking shows appropriate actions taken as a result of the intervention. Progress towards Outcomes Termly Progress academically and socially	

	To ensure expectations are consistently high and that there is excellent challenge for all children across the curriculum, particularly MA&T	<p>Policies and procedures to reflect inclusive practice for pupils identified as MA&T</p> <p>Access to additional provision for MA & T</p> <p>MA & T register to be created and reviewed regularly.</p>	Termly	LSUM/ JCh/ Teachers	<p>Children identified as MA&T making above expected progress.</p> <p>Appropriate provision identified and implemented (Enrichment activities)</p>	
	<p>To ensure appropriate opportunities and involvement is given to pupils with a disability within the classroom.</p> <p>To ensure a variety of learning styles are promoted as part of daily practice.</p>	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate):</p> <ul style="list-style-type: none"> - Wheelchair access - Specialised seating and equipment to enable pupils to access the school environment - Alternative writing aids - Alternative technologies for recording - Sensory resources and adaptations to the learning environment. - Alternative communication aids e.g. Makaton, visuals et 	On-going	Whole School Approach	<p>The needs of all pupils, parents and staff are met and represented within the school.</p> <p>Variety of learning resources and styles evident within planning and learning environments.</p>	
Long Term	To promote a 'nurture' ethos across the school.	<p>LSum/ KS to attend Nurturing School Programme training.</p> <p>Develop an action plan, promoting a nurturing environment throughout school.</p> <p>Develop and promote the social and emotional needs of all Chn</p>	On-going	LSum/ KS/ MR Teachers	<p>Boxall Profiles completed for pupils, identifying areas of need.</p> <p>Increased level of interventions promoting the social and emotional needs of pupils</p> <p>Planning incorporates and promotes the social and emotional needs of all pupils</p> <p>CPD opportunities given to all staff.</p>	

	<p>To review how pupils with SEND access extra-curricular activities.</p> <p>To review and monitor how the needs of pupils with SEND are met during extra-curricular activities.</p>	<p>Identify the percentage/ number of pupils with SEND accessing extra curricula clubs</p> <p>Monitor and review the provision provided to all pupils, ensuring reasonable adjustments are made, where appropriate.</p>	On-going	LSum/ SLT/ Subject Leaders	<p>Pupils with SEND with have equal access teacher-led clubs</p> <p>Reasonable adjustments are made to meet the needs of all individuals</p>	
	<p>To identify legislation and procedures related to admission and fair access to our childcare provision.</p>	<p>Relevant legislation sourced and shared with SLT and Governors.</p> <p>Monitor and review current provision and practice in line with current legislation and procedures.</p>	Dec 2017	LSum/ VR/ HT	<p>All pupils with receive fair access to childcare provision in line with up to date legislation</p>	