



# School Accessibility Plan 2017-2020

## **Our Vision**

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

## **Rights Respecting School**

We are a Right Respecting School and this policy supports the following articles from the United Nations on the Convention on the Rights of a Child:

- **Article 3** (Best interests of the child):
- **Article 13** (Freedom of expression)
- **Article 15** (Freedom of association)
- **Article 23** (Children with disabilities)
- **Article 28** (Right to education)
- **Article 29** (Goals of education)
- **Article 31** (Leisure, play and culture)
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**Policy Updated: January 2017**

**Policy Renewal frequency: Every three years**

**Policy Renewal Date: January 2020**

## **Rationale**

In order for all of our children to be the very best they can be we need to ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. It is our duty, by law, to promote disability equality.

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 students, under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students.

In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools and local authorities.

## **At Virginia Primary School we have a general duty to:**

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The duties apply to disabled pupils, disabled staff and disabled people who use services provided by our school. 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.

## **Definition of Disability**

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

"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."

## **Our Aims**

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

## **Action Plan**

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be led by the SENCO and deputy head and overseen by the standards committee.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the standards committee.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Virginia Primary School.

## Curriculum Access

### AUDIT OF CURRENT PROVISION & ACTION REQUIRED

Statement	Evidence	Action Required/When?
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	INSET records for individual and whole school training; CPD file.	Regular staff meetings updating advice re knowledge of learning styles. <i>Termly.</i> On-going CPD
Pupils with emotional, social and behavioural difficulties are supported in school.	Counsellor employed through the Catholic Children's Society. Two HLTAs complete introduction to counselling. Programmes are put in place to support targeted children.	Links to latest SIP plan to develop healthy lives team. Evaluate impact July 2019
Classrooms are optimally organised for disabled pupils	Classroom space is large and staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment. Checklist from DDA used 'Reasonable Adjustments in the Classroom'	Consider year group classroom changes to best meet the needs of disabled pupils. <i>As need arises</i>
Lessons provide opportunities for all pupils to achieve i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by learning assistants. AFL strategies including learning partners support those children with disabilities	Lesson observation records. Lesson Plans Learning journals Monitoring reports	Continue to implement personalised learning when appropriate. <i>Continuous</i>
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, residentials, trips out, concerts, performances etc.	As need arises, extra staff support/transport. <i>As part of risk assessment</i>
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs & detailed in planning/learning journals (if on EHCP) Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.	As need arises. <i>According to assessment timetables, at transition points, after pupil progress Meetings.</i>
All staff plan for additional time required by some disabled pupils to use equipment.	See planning	
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate. ALL risk assessments include info re. disabled pupils. H&S policy	Extra staffing/parental accompaniment/ special equipment (buggy/wheelchair) <i>Whenever planning a visit</i>
All staff have high expectations for all pupils	Lesson Observations, tracking & target setting in place.	<i>As part of teaching and learning monitoring timetable At least termly</i>
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, annual reviews, monitoring systems, staff meetings. Pupil represented on school council and rights respecting steering group.	Continuing CPD <i>As part of SIP evaluation</i> <i>At staff appraisals</i>

## Physical Access

### AUDIT OF CURRENT PROVISION & ACTION REQUIRED

Statement	Evidence	Action Required/When?
The designated disabled toilet on the ground floor is not fully accessible.	Shower fitted meaning there is not enough wheelchair space	Remove the shower and refit in the reception toilet area. <i>Financial year 2018/2019</i>
The new building – ‘The Welcome Space’ is fully wheelchair accessible.	Installation of fully equipped disabled toilet.	Completed 2014
The ground floor of the building has universal access.	Doors wide enough for wheelchair access, no steps into the building.	
The first and second floor is not universally accessible.	No lift.	Investigate funding for lift instalment – Tower Hamlets Disability Team. <i>2018/2019</i>
Pathways around school are safe and well signed.	Good signage.	
Playground surface is safe for all pupils, soft surface with games to support individual learning.	New surface installed in playground and FSU 2016.	Monitor
Emergency and evacuation systems inform all pupils.	Evacuation procedures displayed clearly in each class and communicated to children regularly. PEEP (personal emergency evacuation plan) in place for identified pupils. EVAC chair installed and staff trained in 2014	Ensure new staff are trained as required
Classroom/dining room furniture appropriate to suit the needs of the class	Dining chair/classroom chair with specific support for a child with disabilities.	<i>Assessed at each transition point</i>
All areas are well lit	Audited by H&S	
Parents are able to access meetings	Meetings are arranged in different spaces according to needs	<i>Access arrangements assessed before key parents meetings</i>

**Access to Information**  
**AUDIT OF CURRENT PROVISION & ACTION REQUIRED**

Statement	Evidence	Action Required <i>When?</i>
Staff are aware of parents/carers/children with disabilities and use this information to ensure good communication	Register of needs kept by the head teacher	<i>Update/review each term</i>
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists. Lesson observations.	Staff Meetings to discuss <i>when needs arise</i> and <i>on-going CPD</i>
The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.		<i>As appropriate as and when requested.</i>
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g., by reading aloud, using power point presentations etc.	IWB used in every class including a visualiser for enlarging texts. All staff read aloud & for parents who cannot read, information can be read to them. Separate report can be requested to be sent if a parent does not live at same address Power Point presentations used at workshops and parents' meetings. Website updated regularly & weekly news letter sent to all parents.	