

St. Peter's Primary – Accessibility Plan 2019 -2021



Introduction

Lead member of staff and SENCO: Mrs Katie Cheadle

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:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. 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: These headers should be explained

- a) increasing the extent to which disabled pupils can participate in the school's curriculum
- b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school
- c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

This must be done:

within a reasonable time;

in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

The School's Context

We are a Voluntary Controlled Church of England Primary school for children from 2 to 11 years of age. The school comprises one main building and a portacabin, each of one storey construction.

The School's Aims

Our long-term goal is for all children to make excellent progress in a broad and balanced curriculum. While children have different starting points, we know that all children can make excellent progress, and we are determined to achieve that. It is very important to us that the children receive a wide curriculum, as all subjects are essential for the children's academic, personal and spiritual development.

Our key values are: Hope, Honesty and Compassion. Because we have hope, we believe things can get better. We try to believe in ourselves and others and work hard to solve problems. By being honest, we can trust each other. We try to be honest even when we find it difficult. We show compassion to each other and to

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people outside of our school who need our help. This makes our school and the world a better place.

Legislation

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEND Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)

Increasing the extent to which disable pupils can participate in the school's curriculum

The school endeavours to ensure that the curriculum is available to everyone.

Facilities have included:

- Individual computer station/laptop/iPad with specialist programmes installed
- Adapted reading books with large print
- PECS (Picture Exchange Card System) around school

Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school

The school has made a number of improvements of facilities or resources including:

- Accessible entrance and exits
- a ramp installed outside the Year 5 classroom door and a ramp installed from the car park to the path that goes alongside the school main building
- Disabled Toilet facility (including grab rails/adapted seating/light adjustments) in an accessible part of the school
- Disabled parking space
- Adapted cutlery
- Specialist Sports equipment
- Individual computer station/laptop/iPad
- Dark den
- Adapted reading books with large print
- Epilepsy training
- Access to Boomerang Play Centre (access to 'free play')



Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

The school provide information in different formats according to need.

Outside Agencies

Additional Needs Team (*Cognition and Learning, Communication Difficulties, Speech and Language, Hearing/Visual Impaired, Physical Difficulties*)

Speech and Language Therapist (Cluster and NHS)

Occupational Therapist

Physiotherapist

Access and Inclusion Manager

Wheelchair Services

Educational Psychologist

School Nurse

Health Visiting Team

Healthy Young Minds

Millwood Special School

Children's Disability Team

Feeder High School SENCOs

SENCO network meetings

Monitoring and Review of Plan

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The accessibility plan will be coordinated by the SENCO and monitored by the Head Teacher. Governors will review the plan on an annual basis. The whole plan will be reviewed in 2021 unless further revisions are need to be made. Governors must have adequate regard to the need to allocate resources for implementing the plan.

This plan will be available on the website. If different formats are required contact Mrs Sue Foster, Business Manager at the school office. Telephone 0161 764 2017.

Any comments or complaints about the support the school provides for SEN pupils can be made to Mrs Katie Cheadle, SENCO, on 0161 764 2017 senco.stpeters@bury.gov.uk or using the school's Complaint procedure.



Targets for the next 3 years

Target	Reason	Proposed Timescale	Staff responsible
Ensure that there is risk assessments for ramp access out of classrooms onto playground and necessary action carried out.	Check the schools accessibility for wheelchair users in the event of an emergency.	September each year 2019- 2021.	SENCO/SW
Use adapted transport/accessible friendly coaches for Educational Visits/Swimming.	For any children in school who are wheelchair users	Ongoing until 2021	Class teacher/SENCO
Ensure those children who need adapted keyboards and computing equipment have the resources they need.	To enable a child to type their work.	Ongoing until 2021	Class teacher/SENCO
Staff training on having a greater understanding of visual impairment.	To provide for child with significant degenerative eye condition.	Training at start of each academic year until 2021	Class teacher/SENCO
Sports Day to be inclusive for all children	For all children to take part in some activities.	Summer 2019 - 2021	LC/SENCO

Approved by the Governing body: February 2019