

# **Gilbert Colvin Primary School**



**PERSEVERANCE, COURAGE, INTEGRITY**

# **Accessibility Plan**

**2014-2016**

## **1.Introduction:**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The school has 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 school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

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.

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

- Inclusive School (DfES 0774/2001)

- SEN & Disability Act **2001**
- The New SEND **Code of Practice 2014**
- The Disability Discrimination Act (**amended for school 2001**)
- Code of Practice for Schools (Disability Rights Commission)

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- Head Teacher
- AHT (Inclusion)
- School Business Manager

## 2. The main priorities in the school's plan

### 2.1: Increasing the extent to which disabled pupils can participate in the school curriculum

Objective	Actions	Timescales	Responsibility	Outcome / Impact	Achievement Evidence
Training for staff in teaching children with Speech, language and communication (SLCN) difficulties	SALT to lead training in use of specific programmes in improving expressive and receptive skills	Ongoing	AHT (Inclusion) Teachers Outreach service	All staff have a clear understanding of the needs of children with SLC difficulties Children are successfully included in all aspects of school activity	
Training for Support staff in teaching children with hearing impairment	Roding Primary to lead training in use of key equipment and general understanding of children with hearing impairment.	Autumn Term  2014	AHT (Inclusion) Teachers Outreach service	Relevant staff have a clear understanding of the needs of children with hearing impairment Children are successfully included in all aspects of school activity.	
All extra-curricular activities and school trips are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation.  Risk Assessments prior to trips  All off-site visits to be planned with the needs of any autistic, physically and visually impaired pupils in mind	Ongoing	AHT (Inclusion) SLT Teacher Support staff	All out-of-school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements.  Increasing activities for all Children.	

<p>To ensure that teaching and learning across the curriculum is differentiated to take account of all individual pupils' learning needs.</p>	<p>Pupils with disabilities will increasingly participate in all areas of the curriculum</p> <p>Pupils experience high quality first hand and personalised education</p> <p>Teachers and support staff are trained to a high standard</p> <p>Review provision in all other areas of the curriculum e.g. PE</p>	<p>Ongoing</p>	<p>AHT (Inclusion) SLT Teacher</p>	<p>Increased participation of all pupils leading to better progress.</p> <p>More informed staff leading to effective implementation of differentiation.</p>	
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## 2.2: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Objective	Actions	Timescales	Responsibility	Outcome / Impact	Achievement Evidence
<p>Classrooms are organised to promote the participation and independence of all children.</p>	<p>Review and implement a layout of furniture and equipment to support the learning process in individual classrooms.</p> <p>Use of visual timetables.</p>	<p>Ongoing</p>	<p>AHT (Inclusion) SLT Teacher Support staff</p>	<p>All lessons start promptly without the need to make adjustments.</p> <p>Children have ready access to support their learning using a range of resources.</p>	
<p>To provide appropriate access to all users</p>	<p>Provide aids for those who are visually impaired-eg. mark edge of steps, floor surface-non slip, visible, clear markings</p> <p>Provide easier access from the rear car park/playground into the entrance at the junior end of the school</p>	<p>April 2015</p>	<p>SLT AHT (Inclusion) School Business Manager</p> <p>Headteacher School Business Manager</p>	<p>Children will be able to safely access the school building</p>	

## 2.3: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Objective	Actions	Timescales	Responsibility	Outcome / Impact	Achievement Evidence
Survey parents/carers as to quality of accessibility and seek opinions as to how to improve.	Survey on quality of accessibility Communication.	ongoing	AHT (Inclusion) Head teacher	School is aware of suggested ways of improving accessibility  Prompt action taken to Improve.	
Ensure that all information used in teaching is presented in an appropriate format.	Modify worksheets eg. Enlarge print and font.  Change computer screen to a different colour, simplify language, use audio/ICT equipment, different colour paper.  Use appropriately differentiated language or taped information when delivering a specific task  Find alternative ways of recording	Ongoing	AHT (Inclusion) Teachers	Better teaching and learning leading to improved attainment	