

Littlemoor Children's Centre & School Accessibility Plan

2013 - 2016

Introduction

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:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ 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:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ 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 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.

Date of Plan: April 2013 To be annually reviewed.

Definition of Disability:

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

'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.'

The purpose and direction of the school's plan: vision and values

At Littlemoor School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Littlemoor School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

As of March 2014, the following needs have been identified of children currently in school:

- a feeding tube
- catheter user
- asthma
- wheelchair access/walking frame
- food allergies

We collect information from pre-school settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

From May 2014, a child with a statement of need is to be admitted to school as an Early Starter (F1) for one half-day each week. This child has a global developmental delay and had mobility problems. Multi-agency support is needed to ensure that the child can access our setting.

Through staff training, staff are made aware of what the Disability Discrimination Act requires of them.

Views of those consulted during the development of the plan

All people consulted value the ability of the school to cater for the differing needs of pupils. No issues were raised on a recent survey.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Action plan is below:



Accessibility Plan: April 2013 – March 2016

The proposed actions below are in order of priority

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	Improve physical access to the school.	Provide ramps to the Old Nursery entrance and the School Hall from the Car Park.	Contractors £5,000	Summer 2013	School is more accessible for anyone with a physical disability	L.A. Headteacher. Feedback from parents & visitors
2	CCTV System not working effectively- several cameras faulty and system dated and ineffective	Replace the CCTV System with an updated model.	Head Teacher Contractor £7,000	Summer 2013	Improved security onsite at holiday time.	Head Teacher H&S Governor ICU2 company
3	Curriculum not fully accessible for SEN pupils	Provide 12 laptops to enable personalised learning for SEN pupils	Headteacher. ICT Co-ordinator SENCo £5752	Autumn 2013	SEN pupils more able to access curriculum	Headteacher SENCo
4	Changing bed too high.	Replace existing bed with electric changing bed which can be adjusted according to each child's needs.	Head Teacher LA Heatherwood School £3,000	Spring/ Summer 2014	SEN children can be as independent as possible when accessing changing bed.	Head Teacher SENCO

5	Toilets not fully accessible for pupils with mobility problems and for those children not fully toilet-trained.	Install family toilet seats on all EYFS toilet seats,	Head Teacher Contractor £3000	Summer 2013		
6	Four of our classrooms are difficult to enter from outside or exit in an emergency as they are old, wooden and are prone to swelling in wet weather.	Replace these four exit doors with white coated aluminium doors.			New doors do not swell and stick, thus making access and exit much easier.	
7	Some children in E.Y.F.S. and Key Stage 1 are unable to reach the Interactive Whiteboards in their classrooms as the boards are set at adult height.	Provide purpose built Storage Steps that allow children to safely work on the I.W.B. in their classroom.		Summer 2013	All children can now safely access the I.W.B.	
8	In toilets we are still using paper towel dispensers. These towels, when wet, can be hazardous and cause children to slip.	Replace these with Dyson Airblade driers .		Spring 2014	Automated driers in all children's' toilets throughout the school.	
9	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments. Consider external steps.	* Seek advice from the L.A. sensory support service on appropriate colour schemes.	Advisory Teacher for Visual Impairment Head Teacher SENCo		Physical accessibility of the school is increased	
		* Paint edges of steps in all external areas.	Advisory Teacher for Visual Impairment Head Teacher. SENCo	On-going as req'd	Physical accessibility of the school is increased	Head Teacher Feedback from pupils.

			Caretaker			
10	Raise staff awareness of disabilities issues.	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities.	LA. Health Authority. Disability Rights Commission. All school staff.	On-going	Teachers and LSAs aware of issues. Detailed information and support available and passed on by staff.	Head Teacher. SLT SENCo. Class Teachers. LSAs. Other non-teaching staff.
		Promote disability equality via <ul style="list-style-type: none"> • Staff meetings. • PSHCE lessons. • Assemblies. • Celebrating difference. • 	Whole staff	Ongoing	Increased whole school awareness of disability issues.	SENCo All staff.
11	<i>Ensure that all school trips are accessible for pupils with learning or physical disabilities.</i>	Thorough planning. Advance visits. Risk assessments.	Visit leaders. Educational Visits Co-Ordinator. Head Teacher .	On-going	School trips are accessible for all pupils.	Head Teacher <i>School Visits Co-ordinator. Trip leaders. Feedback from pupils</i>
12	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-school clubs.	Ongoing	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.

13	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	2013 onwards	Curriculum is fully accessible for all pupils.	Head Teacher SLT. SENCo.
14	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	Policies to include: <ul style="list-style-type: none"> • Content • Strategies • Resources That could be employed when planning for pupils with difficulties or disabilities.	Whole staff. Subject leaders. Advisors.	Ongoing	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders.