

DEVONSHIRE INFANT ACADEMY

ACCESSIBILITY PLAN

2017-2020



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.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

Devonshire Infant school will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy, happy and confident learners. We will ensure that all our learners, including those with a disability, aspire to the highest of standards, are economically aware, and make a positive contribution to the wider world.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Strive to achieve high standards in all areas of the curriculum.
- Nurture an awareness of the need for a healthy lifestyle.
- Provide a safe and secure learning environment for all pupils.
- Provide opportunities for everyone to make a positive contribution to the community and the wider world.
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and have a positive self-esteem.
- Ensure that pupils understand social responsibilities within the wider community know their boundaries and are mutually respectful.
- Celebrate achievement as well as attainment of all pupils.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.

The school has set the following priorities for the development of the vision and values that inform the plan:

- In the light of discussions with all stakeholders to extend opportunities for all.
- To provide appropriate induction and training for all new staff.
- To ensure that support staff have received the appropriate training to support pupils' individual needs.

1B: Information from pupil data and school audit

SCHOOL CHARACTERISTICS

CATEGORY	CHARACTERISTICS
FSM	18% (lower than national)
SEN	12% (Lower than National Average)
EAL	63% (Higher than National)
PUPIL MOBILITY	9% (lower than national)
ATTENDANCE (2015-16)	96.1% , 9% unauthorised (equal to National)
ETHNICITY	95% Minority Ethnic Groups
DISABILITY	1x PD

The number of pupils known to be eligible for Free School Meals is higher than the National Average. Attendance has improving, and unauthorised absences are lower than the National Average.

The school is in the St Pauls ward of Smethwick which is an area of high social and economic disadvantage. The number of adults completing higher education is significantly lower than the national average.

Attainment on entry is well-below average. A very high proportion enters school with low communication and language skills: social skills are also poor.

Disabled Pupil Presence, Participation and Achievement

Generally, all children have good attendance (well above 90% concern levels). For children with PD, regular hospital appointments / medical procedures can lower attendance figures.

Access to the curriculum is ensured by 1:1 full time support for all children. Some children are in KS1 but use EYFS resources and activities as necessary, and some time is spent in the EYs unit.

We also have 7 children who attend our Focus provision for ASD pupils, and participate in class activities as appropriate to their needs.

Other children are very accepting and include children with disabilities as much as possible in their play and social activities. This includes 'lunchtime buddies' who accompany 1:1 support children at lunchtime to ensure they feel included and can play with their peers.

1C Views of those consulted during the development of the plan

The views of children with disabilities, parents, LA and school staff, including those who support children with disabilities were taken into consideration during development of this plan.

Issues raised were:

Being able to take part in all school activities

Being given the same opportunities to progress as non-disabled pupils.

Being given appropriate support to allow inclusion.

Staff being given the appropriate training to allow them to support pupils appropriately.

The school has set the following priorities in respect of consultation on the plan:

- Consultation with parents and pupils (as appropriate) through IEP review meetings
- Continuing consideration of how to gather views of a wider range of participants e.g. community disability groups.

2 The main priorities in the school's plan

2A Increasing the extent to which disabled pupils can participate in the school curriculum

Our vision is of a fully inclusive school with equal opportunities for all.

Curriculum plans and schemes of work will need to ensure that where necessary, adjustments are made to ensure that suggested activities are accessible to all pupils. Curriculum in this context should go beyond the 'taught' curriculum and is taken to encompass all activities undertaken during an extended school day.

High quality teaching and learning for all is a priority. The SENCO is given release time to ensure that provision for children with SEN and disability are achieving targets and receiving quality education, support and opportunities.

The school has set the following overall priorities for increasing curriculum access:

- To work with LA advisers and local special schools to remove specific barriers for disabled pupils and to increase access to all areas of the curriculum.
- Working with LA advisers to ensure best use is made of ICT to maximise progress and opportunity for all
- To continue to release SENCO to enable monitoring of progress and achievement of SEN and disabled children

2B Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school.

The recent physical access audit undertaken in the school has identified the following areas for improvement:

- Corridor steps in Early Years
- No access to community room – lift unfeasible
- Main entrance step – small ramp to hall ensures access to main reception area
- No access to Y2 upstairs classrooms – lift unfeasible

The school has set the following priorities for physical improvements to increase access:

- Provide alternative classrooms for Y2 children with disabilities
- Continue to seek advice about lifts to upstairs classrooms

2C Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

As part of our ongoing monitoring of provision, the school will look at all information provided in writing to pupils. This includes:

- Homework
- Timetables
- Worksheets
- Teacher feedback and marking of work
- Notices
- Tests and assessments
- Whiteboards

The school has set the following priorities for providing information for disabled pupils:

- Training from support services as appropriate on availability and use of different formats (e.g. audio taping, symbols, large print, Makaton)
- Exploring ICT solutions to information access with appropriate support services
- Continuing to work with ASD specialists to ensure access to curriculum and training for staff

3 Making It Happen

3A Management, coordination and implementation

Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply knowledge in their own area of responsibility: the head teacher, senior staff, class teachers, learning support staff, lunchtime staff, SENCO, premises manager, administrative staff and governors themselves.

The monitoring of this plan will be carried out by The Head Teacher and Health and Safety Committee of the Governing Body in accordance with its other monitoring responsibilities.

The head teacher will take responsibility for ensuring that this plan is co-ordinated with other plans and policies across the school.

The impact of this plan will be reviewed and judged against the following outcomes:

- Increased confidence of staff in differentiating the curriculum for disabled pupils
- Continued parental satisfaction with the arrangements made
- Improvements in the physical environment of the school
- Disabled pupils being fully involved in as many areas of whole school life as possible

The School has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Identify available funding to increase access
- Co-ordinate plan with other plans and policies
- Implement effective monitoring and evaluation of the plan

3B Access to the school's plan

It is intended to make the school's plan easily understood, and readily available. We have tried to keep jargon and acronyms to a minimum. The plan will be made available on request from the school office. On request we will also endeavour to provide the plan in a variety of formats e.g. Audio, extra-large print, on different coloured paper.

The School has set the following priorities for making its plan available:

- Liaison with local support services when necessary for advice on the production of the plan in different formats

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Section	Targets	Strategies	Outcome	Goals
1A/B	Training for staff on specific disabilities and resources	Make contact with appropriate agencies	Staff are able to fully meet requirements of disabled children	Increase in access to Curriculum
	New Staff induction procedures in place refer to ethos and values of the school	Review staff induction materials	Staff are aware of our policy and values	School's vision and values are embedded
1C	To ensure the views of all stakeholders are taken into account	Regular meetings with parents of disabled children Views of children gathered by support staff Liaison with LA advisers	All stakeholders feel their viewpoint is considered, and have ownership of the pupils' learning	Increase in curriculum opportunities
2A	To ensure full use is made of ICT	Liaison with LA advisers to provide suitable equipment: e.g ipads with appropriate Apps	All children can use equipment effectively	Children are accessing curriculum
	To ensure all paperwork/liaison is given high priority	Release of SENCO and appropriate staff as necessary	Paperwork and assessments are completed	School is able to access appropriate funding/ support/ resources/experts
	To remove specific barriers to learning	Liaison with outside agencies and special school personnel as appropriate	All children have opportunities to learn	Children access curriculum and achieve
2B	To ensure physically disabled children have access to curriculum and site	Alternative plans for upstairs classrooms/ meeting rooms Ramped exits from EYs	All children have appropriate access	Children are given equal opportunities
2B	To ensure appropriate resources are available for disabled children	Liaise with outside agencies personnel as appropriate to be aware of service available to us.	Resources are in place if advised	Children are able to access curriculum
2C	Availability of written material in alternative format	School makes itself aware of services available for: Large print books, audio recording facilities, magnifying blocks etc	Improved confidence	Children are accessing curriculum
3A	Identify funding to increase access	Liaise with outside agencies to identify how school can access appropriate funding	Improved access to site and curriculum	Improved inclusion
	Monitor and review plan	Regularly monitor and review plan as circumstances change	Plan is up to date according to pupils needs	Improved access and inclusion for all
3B	To make plan available as requested	Liaise with outside agencies to be aware of how the plan can be produced in different formats	Increased availability of plan	Delivery of information improved