

Water Hall Primary School - Accessibility Plan

2019-2021

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Water Hall Primary aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Targets/Strategies	Responsibility	Activities	Time Frame	Success Criteria
School Policies and Practices				
Impact of all policies evaluated and reviewed annually.	Headteacher Governors SLT	Revision of policies in line with Equality Act 2010. Policies approved by Governing Body.	On going	All policies reviewed and revised to show commitment to equal opportunities. Equality is monitored to ensure highest standards.
Staff and governors understand the implications of the Equality Act 2010.	Headteacher Governors SENCo	Staff and Governor training.	Autumn Term (start of each academic year for teaching staff. New staff joining school during the year as part of induction).	All staff and governors have awareness and knowledge of legal requirements.
Awareness of physical, sensory, medical needs and mental health needs of all staff.	Headteacher School HR / Business Manager	All staff are expected to share physical, sensory, medical needs and mental health needs if deemed appropriate.	On going	Arrangements made, when appropriate, to ensure access and inclusion of all staff.

Developing access to the Physical environment of the School				
School site is accessible to all (pupils, parents, staff, visitors etc).	Adaptations made to school site as identified by external professionals.	Headteacher Governors Site Manager	On going	Access to school buildings and site improved. Improved accessibility and learning outcomes for pupils.
Appropriate seating for pupils with physical disabilities on loan from MK NHS OT Team to provide appropriate seating in classroom and lunch hall.	SENCo	SENCo to liaise with Occupational Therapist to review current situation and adaptive equipment. Loan from MK OT store.	On going	Pupils with physical disabilities provided with appropriate seating to support individual needs. Pupils with physical disabilities able to eat lunch in school hall with peers. Review - termly (or as required) Child A - three chairs (review Dec 18 - child has long term medical needs, OT to review prior to return to school) Classroom x2 Lunch hall Child B - one chair Lunch hall Child C - two chairs (one chair to be delivered 05/11/18 - OT to ensure correct fitting for child) Classroom Lunch hall

				<p>September '18 SENCo requested OT visit to assess classroom environment, including seating and review seating of Child A and Child B.</p> <p>Review for Child A (Dec '18). Adjustments to chair - Child B. Chair assessment - Child C.</p>
Improving the Access to the Curriculum				
Areas of need identified in lesson planning, delivery and resources.	SENCo	<p>SENCo to monitor resources and use of appropriate resources, order as required.</p> <p>Ensure appropriate resources in school to cater for a range of disabilities e.g. sloping boards, wobble cushions, pencil grips, mini loop scissors, weighted cushions, reading books with cream/pastel paper, coloured overlays, exercise books with coloured paper, coloured paper, ICT adaptations, class boards in muted shades.</p>	On going	<p>Resources available for current pupils and additional equipment available for new additional needs identified during course of academic year.</p> <p>Pupils with diagnosed dyslexia report less visual disturbance and headaches. Pupils with dyslexia make progress in reading and writing.</p>

		<p>SENCo to ensure resources / recommendations from external specialist agencies are purchased / implemented.</p> <p>Ongoing programme of staff training in disability awareness to reflect the needs of students within the school.</p> <p>Advice from MK NHS and / or Local Authority - resources for Hearing Impaired / Visually Impaired pupils.</p>		
<p>Plan classrooms to meet individual pupil needs.</p> <p>Organise resources within classrooms to reflect pupil need.</p>	<p>Teaching Staff SENCo External Agencies</p>	<p>Layout and arrangement of classrooms to ensure ease of movement and access of equipment (pupil need).</p>	<p>On going</p>	<p>Classroom layout to reflect need of all pupils.</p> <p>Teaching staff use furniture to full potential.</p>
<p>Ensure reading and library books, teaching resources include positive images of a range of disabilities (eg HI, VI, physical disability).</p>	<p>Literacy Co-ordinator SENCo All Staff</p>	<p>Audit of school resources to ensure future purchases reflect range of disabilities.</p>	<p>On going</p>	<p>Range of books promoting positive images of disability.</p>

<p>Physical, sensory, medical needs and mental health of all pupils is shared with appropriate staff.</p>	<p>SENCo Headteacher</p>	<p>Audit of pupil's needs. Individual Care Plans and medical needs forms completed, stored on drive and shared with appropriate staff. Liaison with NHS colleagues; Paediatrician/School Nurse Team/Complex Nursing Team/TOD/QVI.</p>	<p>On going</p>	<p>Arrangements made, when appropriate, to ensure access and inclusion of all pupils.</p>
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