

Accessibility Plan

Horsted School



Last reviewed on: July 2020

Next review due by: July 2023

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 to cover education. Since December 2012 the Governing Body (GB) has had 3 key duties towards disabled pupils, under Part 4 of the DDA, further enhanced by the Public Sector Equality Duty (PSED) of the Equality Act brought into force in schools in December 2012:

- 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 GB of Horsted School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA & Equality Act;

- 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 educational 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. This action plan is identifying how the school will address the priorities identified.

1a. School aims

Horsted School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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

- Car parking
- Entrances
- Reception area
- Corridors and cloakrooms
- Toilet provision
- Teaching spaces
- Signage
- Sports facilities

- Lighting
- Acoustics
- Playgrounds
- Clubs
- Educational visits

1b: Information

School's strengths

- All staff have been made aware of DDA & Equality implications through staff meetings and training as situations arise.
- The school's population is not diverse and has the usual range of need found in all primary schools however specific teaching is provided to children with English as an additional language.
- All pupils at the school are included in all aspects of school life as far as is practicable.
- All pupils' attendance is monitored and any disabled pupil is further monitored for trends in attendance, and support provided to improve attendance.
- All pupils have access to all educational visits.

School organisation

- Many school policies refer to the Equality Policy. Risk assessments on educational visits identify any hazards and actions to be taken to include all pupils. The school has a policy on administering medicine in partnership with parents, and the majority of staff have had first aid training and training on the use of epi-pen as necessary.

Outcomes for disabled pupils

- All pupils are able to access any suitable extra-curricular activity.

The school has set out the following priorities for the development of information and data to support the accessibility plan

- The use of Arbor to update records/data.
- Further links with outside agencies such as Health Visitor/Doctors/Hospital to ensure pupils' needs are known before starting school.
- Further links with other schools to help pupils with disabilities when transferring from another primary school, nursery, or to secondary school.

2 a. The Main Priorities: Increasing the extent to which disabled pupils can participate in the school curriculum

- Planning will consider appropriate differentiation to address pupil need and remove barriers to learning.
- This will be carried out in conjunction with other schools and the Local Authority.
- It will be led through the curriculum and on advice from the Head of School and the Governor responsible for Health and Safety in the school.
- This will be in conjunction with curriculum development as identified in the SDP.
- It will be in conjunction with the appropriate deployment and training of all staff, especially learning support staff.
- It will be viewed in conjunction with the development of the playgrounds, extra-curricular activities, other extended services offered through the school, educational visits, movement around school and the development of the specialist teaching areas.

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

- Accessibility to all areas of the teaching and learning environment within the school and where appropriate alternative arrangements to be sought.
- Signage to be appropriate.
- Equipment to be appropriate.
- Creative curriculum development.

- Educational visits policy.

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

- Improvement to signage.
- Improvements to disabled toilets.
- Provision and maintenance of ramps/lifts.
- Provision of large texts, where appropriate.
- Provision of appropriate size ICT equipment, where needed.
- The school has set out the following priorities for its plan.
- Consider hearing loop in school reception area.
- Training on developing staff understanding of their responsibilities in meeting the different needs of pupils.

2c: Improving the delivery to disabled pupils and parents and carers the information that is provided in writing to those pupils and parents and carers who are not disabled

- Ensure hand-outs, leaflets, worksheets, notices and class notices are in appropriate size text, where needed.
- Offer the personal touch (open door policy) for those parents/carers and pupils needing support beyond the written information available to all.
- Ensure all pdf documents, where possible, are reader supported.
- The school has identified the following priorities for providing information for disabled pupils and parents and carers.
- Access support from any relevant support services.

3a The Accessibility Plan

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding adapted / specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils (if a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

3b: Getting hold of the plan

The school will make its plan available through:-

- Displaying it on its website.
- Ensuring it doesn't contain jargon etc.
- Is written in user-friendly words and format and reader supported.
- Issuing it to parents on request.
- Hard copy in the school office.

This policy will be reviewed on demand, when relevant legislation changes; the school makes changes to accessibility procedures under consultation or in 3 years, whichever is the sooner.