

Cheddar First School Accessibility Plan 2015 -18

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

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”.

Key Objectives

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy;

The school recognises its duty under the DDA (as amended by SENDA) and Equality Act 2010:

- o not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services**
- o not to treat disabled pupils less favourably**
- o to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage**

- o to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014, which underpin the development of a more inclusive curriculum:

- Setting suitable challenges
- Responding to pupils' needs
- Overcoming potential barriers for individuals and groups of pupils

In line with the requirements of current legislation this Accessibility Plan includes details of plans to:

increase access to the curriculum;

make improvements to the physical environment of the school;

make written information available to pupils in a range of different ways.

	Targets	Strategies	Outcomes	Time frame	Goals Achieved
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Curriculum	<p>Continue with appropriate programmes of training for teachers and teaching assistants working with children with disabilities</p>	<p>Liaise with multiprofessional agencies to ensure appropriate training through courses and 1:1 advice/visits.</p> <p>Focus on developing strategies and learning environments to support pupils with sensory difficulties and autistic spectrum conditions.</p>	<p>Teachers and teaching assistants receive current training on appropriate strategies to ensure full access to the curriculum for all pupils</p> <p>Programmes and resources being used effectively to ensure full access to the curriculum and aid progress,</p>	<p>On-going as children move through the school and children with different needs are admitted</p>	<p>Staff confident in using appropriate strategies to meet pupils' needs and ensure access to the curriculum</p>
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<p>To ensure that all classes continue to develop and make use of resources to support pupils with specific learning disabilities to ensure full access to the curriculum e.g coloured overlays, reading rulers, talking tins</p>	<p>Continue to liaise with staff through staff meetings and INSET to raise awareness of current resources that will help to support pupils and aid their learning.</p>	<p>Teachers can identify the pupils with specific learning difficulties within their class and are using appropriate strategies to support them.</p>	<p>On-going as children move through the school and children with different needs are admitted</p>	<p>Staff confident in identifying appropriate strategies Pupils access the curriculum and their attainment is in line or above targets set</p>
<p>Ensure children remain aware of disability issues And are accepting of difference</p>	<p>Assemblies PSHEC Paralympic activities</p>	<p>Children continue to show positive attitudes to those with disabilities</p>	<p>On-going as children move through the school and children with different needs are admitted</p>	<p>Children display positive attitudes to pupils with disabilities and include all learners</p>

	<p>To continue to implement and integrate the use of Integrated Therapy Service advice to support curriculum access for pupils with disabilities.</p>	<p>Liaise and work with Speech and Language therapists, Occupational Therapists and Physiotherapists to develop integrated activities as part of the planned curriculum.</p> <p>Trained TA to deliver SALT programmes to reduce the impact of speech and language difficulties on learning.</p>	<p>Teachers and Teaching assistants using and fully immersing activities and resources into planned curriculum, providing effective support for pupils with physical or communication needs to access the curriculum.</p>	<p>On-going as children move through the school and children with different needs are admitted</p>	<p>Staff confident to implement and plan for activities and are able to provide evidence of impact of strategies.</p>
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	To continue to provide a co-ordination group twice a week to support pupil's gross and fine motor skills.	Close liaison and clear communication between sports coach and Occupational therapist. Use trained TA to support. Use Move to Learn materials.	Co-ordination group consistently taking place twice a week for identified children whose fine and/or gross motor skills impact on their ability to access the curriculum.	On-going in response to children's needs.	Improved fine and gross motor skills for identified group. Pupils able to access curriculum and in particular recording activities with increased confidence. Progress is in-line with or above targets set.
Information	Ensure the school website supports accessibility requirements	Ensure text on website can be enlarged	key documents available on website in a format where text type can be enlarged	For the duration of the plan	Communication accessible to all

	<p>Develop the use of symbols and pictures to support communication throughout the school Ensure one STC trained staff member per year group.</p>	<p>continued membership of Somerset Total communication use writing with symbols to produce some signs and notices develop use of visual timetables in all classes</p>	<p>all pupils able to access information irrespective of attainment or impairment</p>	<p>For the duration of the plan</p>	<p>Communication accessible to all</p>
	<p>Ensure that all information used in teaching is presented in an appropriate format</p>	<p>Modify homework sheets- enlarge print/use of symbols/ ICT</p>	<p>Pupils access and complete homework</p>	<p>For the duration of the plan</p>	<p>Home learning accessible to all</p>

Physical environment	To continue to develop play spaces and play time resources to ensure access for all	Maintain “quiet zone” for pupils with sensory or autistic spectrum conditions, use appropriate resources for pupils with physical disabilities to encourage interaction with peers rather than supporting adults	Pupils with sensory impairment have an area they feel comfortable in pupils with physical disabilities engaging with peers rather than supporting adults	For the duration of the plan	Play times more fulfilling and appropriate for all pupils
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	Liaison with outside agencies to ensure maintenance and development of specialist equipment required to support children with physical disabilities as appropriate	liaise with outside agencies to ensure the school has the correct and specific equipment required by children with specific disabilities e.g standing frames, hoists, ict equipment keep up to date with Health and Safety requirements and training with regard to specialist equipment	Equipment regularly reviewed to ensure child's needs are being fully met and safely supported	For duration of plan	Specialist equipment required available in school and staff confident and competent in using it according to safe systems of work
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