

Ankermoor Primary Academy

Accessibility Plan

Adoption Date: See Policy File

Review:



Ankermoor Primary Academy Accessibility Plan

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 Draft Plan: January 2016 (completed once staff, parent and child views obtained)

To be annually reviewed.

Definition of disability

All pupils who are defined by the DDA as being disabled have, under the disability discrimination planning duties, an entitlement of accessibility to our school. We therefore have a general duty to improve the accessibility of our school for disabled pupils. The DDA defines a disabled person as someone who has **'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'** (see definition below of normal day-to-day activities). Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA **'substantial'** means **'more than minor or trivial'**. **'Long-term'** means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

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

At Ankermoor Primary Academy 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. Ankermoor Primary Academy 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;
- children who are deaf

Information from pupil data and school audit

Ankermoor Primary Academy is a mainstream state school in Bolehall Ward, Tamworth which caters for children from 3 years to 11 years. We are a smaller than average school with around 150 pupils on role. We currently have children with a range of backgrounds, needs and abilities, these include pupils with:

Processing delays

Specific learning difficulties (including dyslexia)

Autistic spectrum disorders

Epilepsy

Emotional and behavioural difficulties

Asthma

Hearing difficulties

Food intolerances

Speech and language disorders

Currently all children in school are mobile.

We collect information from the Early Years 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. Information about pupil's conditions are provided for all staff, along with training where required.

Things we already do well.

-All internal teaching areas are carpeted benefiting children with hearing impairment

-All corridors are clutter free.

-A ramp can be put in place to access the main entrance for wheel chair users and pupils with restricted mobility. The school is a single level without any steps therefore every part of the school and play grounds are fully accessible.

-A toilet with disabled access is provided within the main building.

-A 'Positive Play' group is provided supporting children with low self-esteem, emotional and confidence issues

-Lunch and after school clubs promote sharing and turn taking.

-Swimming lessons are taught in ability groups ensuring disabled children can progress at a rate commensurate with their ability

-Staff have experience of working with a wide range of disabled pupils. Training is provided through a cycle of staff INSET and external training courses to raise awareness of needs and also of strategies for effective classroom practice in meeting needs

-Teachers and the Inclusion Manager contribute to the development of Provision Maps and Individual Education Plans/Individual Behaviour Plans - These contain information on each pupil with special needs/disabilities and outline their strengths, difficulties and strategies for supporting them in the classroom.

-The Inclusion Manager provides information to the staff at staff meetings on strategies for

dealing with children with additional educational needs.

-Whilst the Inclusion Manager is the first contact point, the Inclusion Manager, teachers and Headteacher are all able to contact a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- Speech and Language Therapy Service
- The School Nurse
- The Local Support Team
- Occupational Therapy Service
- Children's Physiotherapy Service
- CAMHS
- Psychology Service
- The Autism Outreach Team
- SENSS (School Educational Needs Support Service)
- Behaviour Support service

-All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness is encouraged through PSHE and in assemblies.

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 Inclusion Manager 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.

Management, coordination and implementation

Richard Burns (Headteacher) and Helen Hedderman (Inclusion Manager) have responsibility for the plan. The plan is monitored twice yearly to ensure progress is made and formally reviewed annually. After 3 years the plan will be rewritten.

Getting hold of the school's plan

A copy of the Accessibility Plan is available from the school website www.ankermoor.staffs.sch.uk

The action plan is below:

Accessibility Plan Autumn 2016

	Area for Development	Action	People/ resources	Timescale	Success Criteria	Monitoring Method. Who? How?
1	Raise awareness for all parents of the schools accessibility plan and consult with them to develop it further.	To put an article about it in the newsletter and to send out a questionnaire. On questionnaire give brief overview. Accessibility plan put on the new website.	HH Parents	April 2017	Parents complete questionnaires and this is fed into the plan. Parents understand what the plan is for and feel supported.	Questionnaire results fed back to RB and SEN gov
2	Improve the way in which we involve children in their own evaluation of their provision	To carry out pupil interviews including questions pertinent to the accessibility plan.	HH Pupils	May 2017	Children feel supported within school. Idea from children fed into plan.	Results fed back to RB and SEN gov
3	Ensure school policies make reference to provision for pupils with difficulties and disabilities (particularly PE)	Review policies in light of new Code of Practice and the accessibility plan. Updated policies on new website.	All staff involved	March 2017	All policies are current and inclusive	Policies signed off at governors meetings.
4	Strive to ensure the curriculum through the use of Computing is fully accessible to pupils with any type of difficulty or disability.	Provide iPads for some sessions to enable accessibility. Gradually build up stock so SEN pupils can access one more and more frequently	All staff involved led by RB/EP	Beginnin g of Summer 16. Over next couple of years	Writing progress is raised.	Writing results tracked. Pupil questionnaires.
5	To ensure all pupils understanding what their IEP/IBP is used for and what their personalised targets are	Discuss with staff the need for IEP/IBPs & bespoke provision maps. Introduce formats as a working document.	All staff involved led by HH	Summer Term 2017	Children can discuss what targets they are working on and have their IEP/IBPs out on the desks, being used on a daily basis. Monitor classrooms for pupil friendly documents	One to One meetings with pupils carried out. Pupil Conferencing results shared.

Parent questionnaire and pupil questionnaires are carried out termly. Parent 'Drop-In' Sessions are held on a regular basis and accessibility is always an agenda item. Feedback is analysed and discussed at governors and the results shared through the school newsletter and published on the website. Matters arising are acted upon and prioritised in the School Development Plan/Self-Evaluation Form.