

Stepney Primary School



A Small School With Great Expectations

Accessibility Plan

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff

1. 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 of information to disabled pupils.

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.

NB Please note that since the policy was adopted by the Governing Body a further reference has been added (6.2) which has come from guidance issued in September 2012 by the DfE for the DfE Equality Act 2010. New additions to the guidance are contained in paragraphs 4.14 - 4.20 which concern auxiliary aids and services. The duty relating to provision of these came into force on 1st September 2012.

2. STARTING POINTS

- 2.1 The purpose and direction of the school's plan; vision and values
At Stepney Primary School we believe that every child should have full and equal access and entitlement to the national curriculum 'irrespective of social background, culture, race, gender, differences in ability and disabilities'.
- 2.2 Every child has the right to be healthy, stay safe, enjoy, achieve, make a positive contribution and enjoy economic wellbeing.
- 2.3 Our aim is to **break down and remove barriers then widen the horizons** for every child in every aspect of their school life.
Inclusion is one of the four statutory general requirements of the national curriculum. As a school we have a responsibility to provide a curriculum that meets the specific needs of individuals and groups of pupils.
- 2.4 To ensure the curriculum at Stepney Primary is inclusive we will:
- set suitable learning challenges;
 - respond to pupils' diverse learning needs;
 - overcome potential barriers to learning and assessment for individuals and groups of pupils.
- 2.5 In line with the three key duties of the Disability Discrimination Act (DDA) we, at Stepney Primary School, are committed to an inclusive curriculum and increasing access to the school's facilities for all by:
- increasing the extent to which disabled pupils can participate in the school's curriculum;
 - improving the physical environment of the school;
 - improving the delivery of information to disabled pupils.
- 2.6 A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.
- 2.7 It is our aim that the responsibility for ensuring equal access to all lies with every member of the school's staff and governing body. The planning, implementation and evaluation of this belongs to everyone at Stepney Primary.
- 2.8 The school has set the following priorities for the development of the vision and values that inform the plan:
- ensure everyone is aware of and familiar with the contents of the Accessibility Plan;
 - ensure everyone is responsible and accountable for the successful implementation of the Accessibility Plan.
- (See table at end of plan for action plan)*

3. INFORMATION FROM PUPIL DATA AND SCHOOL AUDIT

3.1 School Population

- Stepney Primary has 220 pupils on role plus 26 Full Time Equivalent (FTE) Nursery places;
- no children have been omitted from school in respect of any physical disability ;
- since the last Accessibility Plan (May 2012) was written, alterations have been made to all the external doors to the school. These, along with the playground gate on Stepney Lane have been fitted with 'fob'-operated magnetic openers. The gate has also been fitted with motors so it opens electronically. The exterior fire escape has also been repaired and repainted including using contrasting colours to help visually disabled people. Yellow edge strips have been recently added to these steps. We have had some issues with the automatic openers on the lift. These have been changed for manual openers to avoid the number of call-outs we were having to make for engineers;
- Stepney school's policies, practices and procedures refer specifically to inclusion for all children taking into account their special needs in terms of language, disability, special learning needs, medication ;
- regular monitoring of long, medium and short term planning and lesson delivery ensure that provision is differentiated and adapted to individual pupil needs ;
- when undertaking a school visit or activity planning is made for all children taking into account their specific needs ;
- all children's progress is tracked using teacher assessment and tests in order to inform attainment overview sheets. Specific monitoring is undertaken, through detailed progress analysis at the end of each term in addition to continual assessment on a daily/weekly basis.

4. PRIORITIES

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

- keep registers and details of participation in extra curricular activities;
- continue to keep detailed records of children's progress including specific special needs groups;
- ensure policies and procedures continue to make provision for access for all children taking into account their specific individual needs;
- keep parents/carers informed.
(See table at end of plan for Action Plan)

5. VIEWS ON THOSE CONSULTED DURING THE DEVELOPMENT OF THE PLAN

- the plan was written by the Headteacher, SENCO and parent governor (parent of statemented children) ;
- it was also informed by views from the pupil council;
- the school takes advice and recommendations from agencies and bodies when writing Individual Education Plan ;

- it takes into account the priorities of Kingston Upon Hull City Council – LA.

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

- continue to involve pupil council in updating plan and try to have at least one council member who is statemented or aware of needs;
- provide details of plan via the internet and give contact details for parents/carers to contact school to be able to make suggestions ;
- ensure that further input/recommendations from outside agencies is added to the plan

(See table at end of plan for action plan)

5.2 The main priorities in the school's plan:

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

- at Stepney Primary we aim to ensure that every strand of the school improvement plan will address the accessibility for all pupils and their needs;
- SENCO and other staff involved in the support of disabled children plus staff from other agencies (such as speech and language specialists, educational psychologists, autism specialists, physiotherapists and mobility services, music therapists) will be consulted when policies are written;
- subject coordinators will include disability needs for long term and medium term planning;
- when the curriculum policy is due for renewal subject area leaders will consult with the aforementioned staff to ensure the needs of all and specific children are included and addressed;
- where/when appropriate we will consult with cluster schools and those in the West Hull Cooperative Learning Trust schools;
- use ICT, such as the computer network, ipads, alphasmart, audio equipment, Braille equipment (including software, keypads, printers etc) where/when appropriate;
- ensure children with accessibility needs are supported through the effective deployment of learning support staff and resources;
- ensure work is supportive yet focuses on challenging children with high expectations for attainment and progress;
- ensure children work in appropriate groups and encourage the use of peer support as well as adult support;
- use assessment procedures, related directly to the Revised National Age Related Expectations (AREs) to track all children with a focus on specific groups which include statemented children and those with Educational Health Care plans, those with disabilities.

5.3 The following may also be referred to in school policies:

- ensure SENCO time is appropriately apportioned to support pupils and staff who support them;
- ensure all parents/carers know who our SENCO is;
- all school plans should seek to increase awareness of disability issues;

- ensure all subject area leaders are fully aware of accessibility issues and needs of disabled pupils and reference is made to specialist advice and support that may be required;
- good practice/provision should be shared across the school (SENCO, SLT to ensure policies reflect this);
- undertake careful planning to make sure learning support assistants are deployed effectively and are aware of any child with a specific need;
- timetabling should take into account movement required around school i.e. there isn't undo movement around the school building between lessons (movement to the hall for P.E. shouldn't be preceded/followed by movement to another end of the school);
- ensure all staff are aware of how to use lift and have access to operating keys;
- school to ensure that the lift is correctly maintained and immediate action is taken in the case of breakdown or other technical problems. Specific arrangements will be made for disabled children for all sorts of recreation, movement around the school, special events: sports days, visiting theatre groups or story-tellers, extra-curricular activities: breakfast clubs, after-school clubs, school trips.

6. CURRICULUM ACCESS

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

- all policies refer to and address disability needs;
- all planning, timetabling and learning support for the curriculum and extra-curricular activities addresses disability needs;
- outside agencies/workers are consulted;
- pupils with disability are tracked and monitored as a group to ensure high attainment and progress.

(See table at end of plan for action plan)

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

- Stepney Primary School wishes to provide access to its buildings, facilities and curriculum for all those who wish to access them irrespective of physical ability;
- we are therefore committed to improving access within the limitations of the physical structure of the buildings and other resources. Within the last ten years this has included the installation of a lift and alterations to the school office. The latter included widening to 'serving hatch', with the installation of new glass screens and the lowering and widening of the counter;
- we are endeavouring to make improvements wherever and whenever we can;
- the Governors and Headteacher will make provision, where possible, to meet the needs of individual children and adults;
- as a school, we are committed to improving access to the disabled and will do so as we make alterations to the school buildings or redecorate internally;
- we will seek advice from a range of agencies as well as the LA;

- we will ensure that children who require specific auxiliary aids and services will have that equipment provided for them, whether through the school or via the LA or another agency. (We will follow the guidance laid down by the DfE in its guidance - -September 2012) The dictionary definition of auxiliary as “helpful, assistant, affording aid, rendering assistance, giving support or succour” and that auxiliary aids and services “are things or persons which help.” Examples of what may be considered an auxiliary aid could be; hearing loops; adaptive keyboards and special software.

6.3. Key Issues arising from our most recent Disability Access Audit were:

- there are no issues at present

6.4 Minor recommendations

Priority will be given to the above with other minor recommendations within the audit being attended to in the longer term.

7. DELIVERY TO DISABLED PUPILS

7.1 Improve delivery of information that is provided in writing for pupils who are disabled:

- the school will provide Information for disabled pupils – such as handouts, timetables, worksheets, notices, information about school events in appropriate formats, colours, size etc. This will include the delivery of information in Braille, in large print, in simplified language, on CDs, through sign language, using a symbol system;
- when identifying the appropriate format Stepney Primary School will take account of: pupils’ impairments: access to information may be improved for particular groups of pupils by particular approaches, for example: pupils with learning difficulties may be able to access information more easily where it is provided in simplified language; pupils with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems;
- Stepney Primary will also take account of preferences expressed by pupils or their parents;
- Stepney Primary will seek help from visually impaired support services in respect of more specialised formats, for example: Braille;
- the school has set the following priorities for providing information for disabled pupils: Handouts, timetables, worksheets, notices to be available on enlarged format/on appropriately coloured paper/on CD on request ;
- ensure above are brailled on/when requested.
(See table at end of plan for action plan)

8. MAKING IT HAPPEN

Management, Co-ordination and Implementation

8.1 The planning process:

- the governing body will review the accessibility plan and set recommendations for the forthcoming year;
- the plan will be reviewed and revised annually in the summer term and

will take into account the views of the pupil council, staff, parents and governors;

- a working party consisting of staff and governors will convene to evaluate the plan during the second half term in the summer of each year;
- a variety of evidence including attainment overview sheets & individual pupil progress, SEN data (IEP's etc), extra-curricular clubs registers will be used in the evaluation of the plan together with views of children and parents.

8.2 Other policies and plans:

Reference will be made to accessibility in other plans and procedures. Please refer to separate:

- subject policies;
- school development plan;
- professional development plan;
- Special Educational Needs policy;
- asset management plans;
- health and safety policy.

8.3 Other agencies:

Stepney Primary School will coordinate with other services and agencies in the continued development and implementation of the plan including:

- Local Authority
- Social Services
- Health agencies

8.4 Implementation:

The Headteacher and governing body of Stepney Primary School will:

- be primarily responsible for the implementation of this plan ;
- set out clear timescales;
- take funding for this plan from delegated budget;
- work with the action plan which is included at the end of this plan to show what the anticipated outcomes are, with performance criteria where necessary;
- review and revise the plan each year in the Summer term;

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- plans related to capital works and premises management ;
- curriculum ;
- Information Technology support services ;
- staff training and associated services.

8.5 The school has set the following priorities for the Management, Co-ordination and Implementation of the Accessibility Plan:

- Review and revise the plan once a year during the summer term.
- To include plan in the school development plan and subject plans.
- Set up a working party to plan and review accessibility plan.
(See table at end of plan for action plan)

8.6 Getting hold of the school's plan :

Stepney Primary School will make its accessibility plan available in the following ways:

- via the school website;
- available as a hard copy from the school office.

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

- the plan will be available on line or in hard (paper) copy form;
- provision will be to produce the plan in different (size/style) fonts if requested ;
- if requested the school will provide links to translation services – spoken or written;
- the plan will try to avoid any unnecessary jargon.

9. PUBLIC SECTOR EQUALITY DUTY

Please note: When we have updated policies from April 2012 onwards, we have referred to the requirements of the PSED, which state that as part of their statutory duties, schools need to comply with this by 6th April 2012.

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document and the Policy Committee of the Governing Body, which checks all policies before publication, considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

PBrowning
Head Teacher (April 2012)

10. PERSON RESPONSIBLE

Mr Browning updated this policy and it was taken to governor's Autumn 2015. To be reviewed Autumn 2018.

Action Plan

Targets	Strategies	Outcome	Time Frame	Goals Achieved and ways to monitor
<p>1a</p> <p>Ensure everyone is aware of and familiar with the contents of the accessibility plan</p> <p>Ensure everyone is responsible and accountable for the successful implementation of the accessibility plan</p>	<p>Provide copies of accessibility plan for all staff, governors, parents and other stakeholders</p> <p>Incorporate into monitoring programme for the school</p>	<p>Current plan available in hardcopy and via website and make named groups aware of plan.</p> <p>Evident in subject coordinator plans and staffs planning and evaluation for lessons/visits includes plan</p>	<p>Autumn Term 2012</p> <p>Yearly reviews</p>	<p>Discussions with stakeholders</p> <p>Monitor plans via curriculum committee</p>
<p>1b</p> <p>To ensure information and data inform staff of needs for specific children</p>	<p>Keep registers and details of participation in extra-curricular activities</p> <p>Continue to keep detailed records of children's progress including specific special needs groups</p> <p>Ensure policies and procedures continue to make provision for access for all children taking into account their specific individual needs</p>	<p>Extracurricular activities show inclusion of children with specific needs</p> <p>Progress of children with specific accessibility needs is in line or above national average.</p> <p>All policies make specific reference to accessibility issues.</p>	<p>2015 onwards</p>	<p>Registers of extra-curricular activity reflect participation by children from special needs groups</p> <p>From monitoring of assessment records</p> <p>Ongoing Monitoring of policies/procedures makes specific reference and provision to special needs groups</p>
<p>1c</p> <p>To ensure the views of all stakeholders and appropriate agencies/bodies</p>	<p>Continue to involve pupil council in updating plan</p> <p>Provide details of plan</p>	<p>Views of interest groups reflected in plan</p>	<p>2015-</p>	<p>From monitoring of plan, discussions</p>

are considered in the writing of the plan	<p>via the internet and give contact details for parents/carers to contact school to be able to make suggestions</p> <p>Ensure that further input/recommendations from outside agencies is added to the plan</p>			
<p>2a</p> <p>To increase the extent to which disabled pupils can participate in the school curriculum</p>	<p>Check policies refer to and address disability needs and rewrite if/where necessary</p> <p>Ensurew planning, timetables and learning support for the curriculum and extra-curricular activities addresses disability needs</p> <p>Outside agencies/workers are consulted</p> <p>Pupils with disability are tracked and monitored as a group to ensure high attainment and progress</p> <p>Ensure specific resources are available for all needs e.g. pencil grippers, coloured acetates/sheets, labelled drawers with words and pictures, continue flashcards for all who need them, larger lined books, specialist scissors</p>	<p>All policies refer to and address disability needs</p> <p>All planning, timetabling and learning support for the curriculum and extra-curricular activities addresses disability needs</p> <p>SLT and Governor RAPSAC track specific groups and issues are addressed</p>	2015	<p>From monitoring of plans, overview sheets, timetables etc</p> <p>Check registers to ensure clubs are representative of the school population</p> <p>Ongoing</p> <p>Monitoring of resources</p>
<p>2b</p> <p>To ensure that information to all pupils is provided in a</p>	Handouts, timetables, worksheets, notices to be available on enlarged format/on	All information provided to children/parents in appropriate	2015 onwards	Audit in order to evaluate information provided to

format which is appropriate to their needs and special requirements	<p>appropriately coloured paper/on CD on request</p> <p>Ensure above are brailled on/when requested</p> <p>Ensure multilingual signs/books/materials are available</p>	format		<p>children/parents in appropriate format</p> <p>Ongoing</p> <p>Monitor written materials around the school</p>
<p>3a</p> <p>To ensure the accessibility plan is managed, coordinated and implemented appropriately</p>	<p>Review and revise the plan once a year during the summer term</p> <p>To include plan priorities in the school improvement plan and subject plans</p> <p>Set up a working party to plan and review accessibility plan</p>	<p>Plan reviewed and revised once a year during the summer term</p> <p>Plan priorities included in the school strategic plan and subject plans</p> <p>Working party planned and reviewed accessibility plan</p>	2015 onwards	Head and governors to monitor that all outcomes taken place.
<p>3b</p> <p>To ensure the plan is available for all</p>	<p>Put on website</p> <p>Hardcopies</p> <p>Fliers advertise translation possibilities</p>	<p>Accessibility plan is available to all.</p>	<p>As soon as current plan is finalised</p>	<p>Record who takes a copy of the plan</p>
<p>4a</p> <p>To improve the security of the school via a new entrance to the building behind the school hall.</p>	<p>Working with the LA and NPS to plan for the school office to be relocated to the rooms behind the school hall. This will be in conjunction with the adaptation of an existing classroom as a new school kitchen. This will provide better security for the building as any visitors will have more checks and locked doors to go through before they come to the teaching and learning areas of</p>	<p>Relocated Entrance and new Kitchen with facilities for all, irrespective of needs.</p>	<p>Within the 2015-16 school year – dependent on listed building and other planning permission.</p>	<p>Governors, Head and Business Manager to monitor the work, alongside NPS arranging contractors.</p>

	<p>the school.</p> <p>It will also mean that the main stairwell, which is one of the principal fire escape routes will not open onto a small foyer.</p> <p>For visitors, there will be more room and less chance of 'traffic jams' by relocating the entrance to the school.</p> <p>This relocation to include access for disabled persons plus new intercom/signing-in system.</p>			
--	---	--	--	--