Accessibility Plan

Worth Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is

"A person suffers 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."

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise:

- our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)
  "from September 2002, it will be unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services[1]"

- Schools and LAs must:
  - not treat disabled pupils less favourably; and
  - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- that Local Authority and school governors have the duty to publish Accessibility Strategies and Plans

---

[1] Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

Scope of the Plan
This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and wayfinding systems.
Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils
In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in schools' curriculum.
This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.
Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities
This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related school policies
Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies and procedures including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour Policy
- Admissions policy/criteria
- School improvement plan
- School Asset Management Plan
- Policy for school trips and excursions
- SEN policy
- Exclusions

Aims
Worth Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

Monitoring

Worth Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Impact statements

Curriculum Access				Overcoming potential barriers to learning and assessment for individuals and groups of pupils		
CURRENT SITUATION/CRITICAL ANALYSIS	SUPPORTING EVIDENCE			REQUIRED CHANGES (particularly teaching and learning)		
ACTIONS (including staff training needs)	PERSONNEL/ROLE	TIMESCALE	COSTS £	FUNDING SOURCE	SUCCESS CRITERIA	PROGRESS
• Computing leadership course attended by subject leader • Staff CPD on computing January 2017 • Review of equipment and resources • Purchase of new smart TV's on a rolling program	LM- computing lead	By end of term 4	£100 £0 £1890	Staff training Part of capital project	• Better quality computing (teaching) • Accessibility for all groups in computing lessons	
		TOTAL COSTS	£1990			
PROCEDURES FOR MONITORING ACTIONS			PROCEDURES FOR MONITORING IMPACT			
• Governor monitoring • Pupil voice monitoring			• Governor visit to computing lead • Governor pupil voice visit			
INTENDED IMPACT (see overall target)						
Accessibility of computing curriculum improved						