

# **Collaton St. Mary C of E (VA) Primary School Accessibility Plan**

*2006-2009*

## **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.**

## 1. Starting points

1A: The purpose and direction of the school's plan:  
vision and values:

### **Our mission is:**

- **See God in everyone**
- **Experience the Christian way of life together**
- **Be the best learners we can be**

## **GOVERNORS ACCESS POLICY STATEMENT**

This school recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using our school and its facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that disabled students receive the same standards of education as non- disabled students.

This school sets out to ensure that every child can have access to the full range of opportunities available, whether having a disability or not, as part of its commitment to equal opportunities;

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 2000 framework, which underpin the development of a more inclusive curriculum:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

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

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In the light of the statement above, the school will:

- Inform all staff that our policy for the provision of educational services ensures the inclusion of disabled students. Such communications will address the legal obligation of staff, and the school.
- Provide appropriate disability awareness training for staff, which will explain the school policy towards disabled students and the effective implementation and monitoring of it.
- Address acts of disability discrimination via existing conduct systems, where appropriate.
- Encourage suppliers and contractors, to adopt similar policies towards disabled students.

In order to ensure that the educational services we provides effectively meet the needs of disabled students this school will:

- Consult with disabled pupils, parents, staff and disability organisations as appropriate
- Plan to make access improvements to enable disabled people to use its services. Furthermore, the school will effectively communicate their availability to both pupils and staff.
- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action.
- Monitor the implementation and effectiveness of this policy on a regular basis.
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.

(Adopted: September 2006. Review: September 2009.)

The school's priorities are:

- **To monitor the implementation of the plan more effectively via the Personnel and Premises Committee of the Governing Body**

#### **1B: Information from pupil data and school audit**

The school is a modern, one storey building with easy access for physically disabled staff, pupils and children. We have a lower proportion of children in the disabled group but a wide spread of disabilities. It is our policy to develop a personalised approach to the curriculum and the support we need to give to our children, so we our approach to this plan is one over diversity and based on individual needs. We have moved on from general provision to this more individual support due to the design of the overall position.

Children we include at present are: (with numbers in each category)

Physical/Medical: 4

Dyslexia: 3

Sight: 2

Hearing: 2  
Epilepsy: 1

The majority of pupils enter from our partner Playgroup – usually at least 75% from the local immediate locality. We are working to improve SEN links and are developing a more proactive approach with them.

In terms of general intake we are located in Blatchcombe Ward with an IMD of 177.84, which brings it into the top 10% of deprived wards in Devon. However, up to 33% may come from outside the ward under the denominational admissions criterion and within this ward there is much variation in relative wealth and deprivation at Super Output Area level.

Attendance:

At the 94-96% level. (2004 – 2006).

The requirements of the DDA are established at a strategic level as they formed a key element in our plans for this present site and incorporated into the plans, but this was at physical environment level. We were very aware of the disappointment in not having the geography to cope with wheelchair based pupils and much of our school planning for disability was focussed on this aspect i.e. a one floor building with wide door access and corridors. DDA awareness is clear at a strategic level and an effective SENCo works to develop access to curricular opportunities for all pupils and these are implemented. Other staff are aware of their responsibilities but do not yet have an overall picture of the Act's requirements.

We have been able to cope with all the pupils eligible for off site activities, particularly at residential centres. The aspects that we need to develop now relate to visual and hearing-impaired pupils as there is more patchy coverage for support.

We have revised the organisation and process for administering medicines, including storage and this is now effective.

There is also a need to develop a facility for pre-toilet trained children as this facility was excluded from our original plans.

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

- Closer liaison with pre-school providers
- Developing individual plans for children before entry to the school at Reception age
- In the expectation that there will be an increasing numbers of pupils with a wider number of disabilities, to ensure that this group is monitored as a whole rather than just within its own cohort.

#### **1C: Views of those consulted during the development of the plan**

Consultation has included:

Senior Leadership Team

Special Needs Co-ordinator

Implications from key Statutory Statement reviews

Discussion with parents and children at the point of the pupil reviews

Personnel and Premises Committee of Governing Body

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

- Discussions with children as part of School Council meetings
- Ensure that the views of parents involved are sought and acted upon

## **2. The main priorities in the school's plan**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

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

- Increased use of the newly formed LA Intervention teams set up in order to achieve cross specialist support and advice for particular issues
- The SENCo to review access opportunities on a more regular basis

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

**The school has set the following priorities for physical improvements to increase access:**

- To develop the support for a pupil with hearing disability as he progresses throughout the school
- To improve the access to the school via the main entrance
- As and when appropriate, to review colour contrasts when redecorating is planned
- To review signage.

### **2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

**The school has set the following priorities for providing information for disabled pupils:**

- To review the process of information given to pupils to ensure their access to the curriculum so that materials are always presented in the most appropriate ways to meet their needs
- To ensure that any parents with disabilities can have access to written material to ensure they can understand and support their child/ren.
- To ensure that pupils and parents needs are included in decisions about appropriate material production

## **3. Making it happen**

### **3A: Management, coordination and implementation**

**The school has set the following priorities for the management, coordination and implementation of the accessibility plan:**

- The review and planning process is undertaken by the Governors' Personnel and Premises Committee and the link SEN Governor on an annual basis
- To use this committee to link the Accessibility Plan with other premises and equipment priorities.
- To develop links following a more co-ordinated LA organisation and delivery programme.

### **3B: Getting hold of the school's plan**

**The school makes its accessibility plan available in the following ways:**

- From members of the Governing Body
- From the School Office
- Via the School Prospectus – noting its availability from the School Office
- As part of the work with our SENCo

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

- Circulation to parents - printed and via the new website under development.

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**ACCESSIBILITY ACTION PLAN**  
**2006 - 2009**

<b>Aspect</b>	<b>Activity</b>	<b>Responsible to:</b>	<b>Resource</b>	<b>Timescale</b>	<b>Success Criteria</b>
1. Physical Environment	To develop the support for a pupil with hearing disability as he progresses throughout the school	Personnel and Premises Committee		September 2007 in Year 3 and onwards.	Installation of hearing loop.
	To improve the access to the school via the main entrance as and when appropriate	Personnel and Premises Committee	L A funding as prioritised by Accessibility survey.	September 2007	Doors and door height easier for disabled staff, pupils and visitors to handle door call and doors
	To tidy up works in the disabled toilet	Personnel and Premises Committee	L A funding as prioritised by Accessibility survey	September 2007.	Door access, and movement for disabled users more efficient.
	To review colour contrasts when redecorating is planned To review signage.	Personnel and Premises Committee	When the relevant area of the school needs re-decorating.	By 2012.	More effective use of colour contrast planned when re-decorating is planned.

Aspect	Activity	Responsible to:	Resource	Timescale	Success Criteria
2. Curriculum Access	Increased use of the newly formed LA Intervention teams set up in order to achieve cross specialist support and advice for particular issues.	Headteacher	SENCo and Headteacher time	By 2008.	More cross phase and inter specialist communication in a more speedy fashion thus enabling the access to curricular opportunities
	The SENCo to review access opportunities on a more regular basis.	Headteacher	SENCo time	By 2008	Linked into half /termly progress reports, access issues to be linked with progress so that any barriers can be addressed

Aspect	Activity	Responsible to:	Resource	Timescale	Success Criteria
3. Information	Circulation to parents - printed and via the new website under development.	Headteacher	Website costs	2007	Policy available on website as soon as it is launched.
	To review the process of information given to pupils to ensure their access to the curriculum so that materials are always presented in the most appropriate ways to meet their needs	Headteacher, SENCo, Classteachers	nil	2007	Monitoring that learning materials are always produced to ensure effective use by those with particular disabilities.
	To ensure that any parents with disabilities can have access to written material to ensure they can understand and support their child/ren.	Headteacher SENCo, Classteachers	Nil	2007.	Class teachers to know of any such cases from the very beginning of term and to act appropriately
	To ensure that pupils and parents needs are included in decisions about appropriate material production	Head, SENCo, Classteachers	Nil	2007	To ensure that the existing policy of parental involvement in IEP's continues. Parents will continue to have a strong input to SEN reviews.

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Aspect	Activity	Responsible to:	Resource	Timescale	Success Criteria
4. Other: Management of the process.	The review and planning process is undertaken by the Governors' Personnel and Premises Committee and the link SEN Governor on an annual basis	Personnel and Premises Committee.	Committee time.	2007	More co-ordinated planning and review.
	To use this committee to link the Accessibility Plan with other premises and equipment priorities.	Personnel and Premises Committee.	Committee time.	2007 onwards	To plan resource expenditure more efficiently so that a holistic view is forthcoming
	To develop links following a more co-ordinated LA organisation and delivery programme.	Headteacher and SENCo	Nil	2007 onwards	To use the opportunities being developed by Torbay to access a wider range of expertise and resource in a more timely efficient way to enable pupils with disabilities to be supported more quickly.