

Newbury Academy Trust

Fir Tree Primary School and Nursery

Accessibility Plan 2014 - 2017

Introduction

This plan is drawn up in accordance with current legislation relating to disability, as part of the Equality Act 2010.

Definition of Disability

The 2010 Equality Act has retained the definition of 'disability' cited in the Disability Discrimination Act 1995:

The Act defines disability as being when a person has a "...physical or mental impairment that has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities." [See p5 of the Equality Act 2010].

Statutory Responsibilities

In line with statute, Fir Tree School has carried out accessibility planning for disabled pupils which centre on:

1. Increasing access to the curriculum for disabled students [See p180 of the Equality Act 2010];
2. Improving the physical environment of Fir Tree School to increase access to all facilities, services and educational provision, for disabled students [see p180 of the Equality Act 2010];
3. Improving disabled students' access to information [see p180 of the Equality Act 2010]

A duty is placed on Fir Tree School to plan, implement and review measures to increase accessibility for disabled students. This is reflected in the rigorous targets and review schedule of the school's development plan which can be viewed on our website. At the heart of our vision is that 'We work together in our community to create a happy, caring safe environment for all. We inspire, create and challenge everybody to achieve their full potential through a lifelong love of learning.'

Key Objective

Trinity School aims to promote equality by removing barriers which discriminate against disabled students directly, or indirectly.

Thus we will ensure, "as far as reasonably possible," that a disabled person can benefit from all aspects of school life to the same extent as a person without a disability.

Principles

Compliance with the 2010 Equalities Act is inherent in the school's development plan for 2014 – 17 and in Fir Tree's wider ethos.

Compliance with 2010 Equalities Act is underpinned by Fir Tree's School's SEN and Pastoral provision, in accordance with the new Code of Practice, 2014. Please see details in the SEN Information Report and Policy.

Fir Tree School aims to be fair, non-discriminatory and to not put individuals or groups of people at a disadvantage. In accordance with the 2010 Equalities Act, Fir Tree School applies this principle to all aspects of school life, including:

- Admissions
- Our educational provision
- Our extra-curricular provision
- How we sanction a pupil

Fir Tree 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 which underpin the development of a more inclusive curriculum:

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

Fir Tree 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

In performing their duties, governors and staff will have regard to the 2010 Equalities Act.

Fir Tree school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS trusts.

Linked Policies

This document should be read, in conjunction with other documents available:

- The Staff Handbook, where appropriate
- The School website
- Health and Safety policy (including on- and off-site safety)
- The SEN register
- The School Development Plan
- The SEN Information Report
- The Fir Tree Local Offer through the West Berkshire Website.

The plan is also available in the following formats, on request to Mrs. Laura Dove (e.g. e-mail; enlarged print version)

ACCESSIBILITY PLAN 2014-2017

In accordance with the 2010 Equalities Act, the plan addresses the stated three areas of consideration: the curriculum, the physical environment and the accessibility of information. These are referenced previously in this document.

| | Targets | Strategies | Outcome | Timeframe | Goals achieved |
|-------------|---|--|---|---|----------------|
| 2014 - 2015 | PHYSICAL ENVIRONMENT <ul style="list-style-type: none"> Evacuation procedures for disabled students will ensure their safety and that of others | <ul style="list-style-type: none"> Evacuation signage will be clear throughout school Deputy Head at Trinity with responsibility for Health and Safety will ensure disabled pupils and supporting staff are trained in their own arrangements Deputy Head with responsibility for Health and Safety will ensure all teachers are trained in how to support disabled pupils when evacuating the building | <ul style="list-style-type: none"> All staff and pupils will be confident in how to exit the building in an emergency | September 2014 then as part of normal fire drill schedule | |
| | CURRICULUM <ul style="list-style-type: none"> Teachers and TAs know how to teach and support disabled pupils effectively | <ul style="list-style-type: none"> The SENCo will liaise regularly (at least monthly) with a range of professional bodies with regards to provision for disabled students The SENCo will feedback information from professional bodies to all staff regarding methods of support, advice and promotion for disabled students SENCo will deliver training to all staff regarding the 2010 Equality Act, the 2014 SEND Code of Practice and the statutory obligations therein, pertaining to disabled pupils. | <ul style="list-style-type: none"> The staff body is fully trained and kept up-to-date, so that the needs of disabled pupils can be met effectively. | September 2014 and then ongoing September 2014 and then ongoing in weekly staff briefings December 2014, then ongoing for groups of staff | |

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| | <p>CURRICULUM</p> <ul style="list-style-type: none"> Disabled students are expected to aim high, and achieve their very best | <ul style="list-style-type: none"> Training in effective differentiation for pupils with disability is provided by the Headteacher and ITTCO with responsibility for CPD for all PGCE students, NQTs and new staff SENCo to provide training to update staff body regarding the different disabilities and SENDs in school each term SENCo to audit whole-school provision for students with disabilities | <ul style="list-style-type: none"> Time is given for training as part of the INSET programme The staff body is fully-aware of the inclusive curriculum and teachers are able to provide for disabled pupils effectively The staff body recognises the impact that different disabilities can have on a pupil's aspiration, learning and achievement, and can plan accordingly Pupils are confidently able to access all information given in lessons, through different methods. | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>February 2015 and then each term</p> | |
| | <p>PHYSICAL ENVIRONMENT</p> <p>Classrooms are optimally organised for disabled pupils</p> | <ul style="list-style-type: none"> The SENCo and Deputy Head at Trinity with responsibility for site and health and safety policy will provide training for staff Staff will audit and review class arrangements with disabled pupil(s) in mind. The school will make 'reasonable adjustments' to the physical environment in order to ensure disabled pupils are not discriminated against | <ul style="list-style-type: none"> The school uses its existing facilities, timetabling and staffing options, efficiently in meeting the needs of disabled pupils The staff body is fully aware of each child's needs and rooms, timetables and staffing are arranged appropriately to deal with those disabilities. | <p>January 2015 and ongoing</p> | |
| <p>2015 – 2016</p> | <p>CURRICULUM & PHYSICAL ENVIRONMENT</p> <ul style="list-style-type: none"> Additional transition provision is planned for disabled children moving from Fir Tree to Trinity | <ul style="list-style-type: none"> Both schools' SENCos will meet to discuss the transfer of disabled pupils The parents of any pupils with disabilities will be involved in the transition process | <ul style="list-style-type: none"> Year 6 pupils with disabilities are confident about their transition to Trinity. | <p>September 2015</p> | |

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|---------------------------|--|--|---|-----------------------|--|
| | <p>ACCESS TO INFORMATION</p> <ul style="list-style-type: none"> All key school information will be available in a variety of forms in order to meet the needs of those with disabilities in a way that is user friendly | <ul style="list-style-type: none"> SENCo to liaise with the network manager and the staff member with responsibility for IT to determine possibilities re 'text read' or large format options on the school website SENCo to liaise with office staff to develop formats for contact with parents of pupils with disabilities SENCo/ Office Manager to provide regular updates so that all staff are aware of the specific needs of key students/ parents, in terms of accessing information. | <ul style="list-style-type: none"> All staff, pupils and parents will be able to access school information easily | <p>September 2015</p> | |
| <p>2016 – 2017</p> | <p>PHYSICAL ENVIRONMENT</p> <p>All new buildings will be fully accessible to all pupils with disabilities</p> | <ul style="list-style-type: none"> Deputy Head at Trinity in charge of site and buildings will ensure planning stages accommodate the needs of all students, including those with disabilities. | <ul style="list-style-type: none"> The school buildings will, increasingly, be fit for purpose in terms of the needs of disabled pupils The adaptation of older parts of the school will be an ongoing project. | <p>September 2016</p> | |