



Romiley Primary School

Accessibility Plan March 2015

Introduction-

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014:0 to 25 years. This will be reviewed every three years by the Teaching and Learning Committee of the Governing Body.

Definitions of SEND-

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

(SEND code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.’ (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy.
2. The School Prospectus.
3. The Equality and Diversity Policy.
4. The Behaviour Policy.
5. The Special Educational Needs policy.
6. The School Offer.

All policies will be checked, in conjunction with the Governing Body, to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans’’setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.’ (SEND code of Practice 2014)

‘ Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.’ (SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current position

- The school building is fully accessible for pupils with physical difficulties
- The outside play areas are accessible to wheelchair users
- There is one toilet for disabled pupils
- School has a purpose built lift to access the first floor
- Key staff can use Makaton signing to support learning
- Mainstream Teaching Assistants support a range of pupils- delivering learning and therapy programmes
- The school is generally well-equipped with a range of learning aids and specific equipment
- Quality first teaching ensures differentiation for all pupils
- The Learning Mentor supports a range of vulnerable pupils and their families
- Recent training has taken place in SEND, diabetes, epilepsy, ADHD, ASD, Team Teach, epi-pen use, and asthma, and there are a high number of trained first aiders
- School has access to Stockport’s Sensory Impaired Service when needed
- School has an open door policy that offers a regular Parent Forum
- Schools ensures that there are no financial barriers to accessing trips and extra-curricular activities

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

Objectives	Tasks	Resources	Lead	Monitor
To develop a space for vulnerable pupils.	The Learning Mentor to develop the space for supporting pupils, families and providing a venue for visiting professionals.		BMc CH	JT
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Further training provided by the SENCO in staff meetings and through regular TA meetings.	staff meetings	CH	JT
To ensure all staff are trained to support pupils with ASD/AUT.	Training is provided on ASD	staff meetings	CV (Speech Bubble)	CH
To ensure staff is trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> • Asthma • Epilepsy • Diabetes and as required in other specific conditions. Update Medical Conditions policy annually and ensure annual parents return is gathered.	INSET, staff meetings	School Nurse JT	JT Teaching and learning committee

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head, Deputy Headteacher and SENCO. The performance of groups, including those with SEN and/or a disability, takes place on an annual basis with each class teacher, and is further monitored by the Governing Body.

The HT maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported within 48hrs to the LA and will be included in the termly report to governors. The Inclusion Governor also checks this document on at least an annual basis.

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