



## Georgeham Church of England (VC) Primary School

# School Accessibility Plan

2017 -2020

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

Under the Special Educational Needs and Disability Order 2005 (SEND O) it is unlawful for education providers such as schools to subject disabled pupils and prospective pupils to disability discrimination; this includes failing to comply with the important duty to make reasonable adjustments.

The DDA defines disability as “**a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.**”

Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. 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:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. 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 at Appendix A is a set of action plans showing how the school will address the priorities identified in the plan.



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## 1 Starting Point

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

Georgeham Church of England (VC) Primary School is a village school of about 105 pupils that serves the local community of Georgeham, Croyde and surrounding hamlets.

There is little community use and unlikely to be so as there are other venues available in the village.

The school aims to be inclusive in all aspects by “giving equality of opportunity to all pupils and valuing their individual contributions to the life of the school” (From the school Aims).

In this respect the school has the same ambition and aims for disabled pupils as able bodied pupils and will take all reasonable measures to ensure this aim is fulfilled.

The school embraces the National Curriculum Inclusion Statement reproduced at Appendix B.

The school is committed to ensuring equal opportunities to all its staff.

In preparing and up-dating this Plan, the school is committed to engaging with staff, pupils, parents and, when appropriate, professionals to ensure it is a viable working document that produces real benefits to pupils and that staff are fully aware of their duties under the Disability Discrimination Act and their responsibilities towards disabled pupils.

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

#### The Site:

The school is on sloping ground with some significant differences in levels requiring steps to access various parts of the site. This presents some physical challenges to people with significant mobility impairments.

An audit was undertaken in 2009 and stated “The school is accessed by steps and also has significant changes of level within the school site. Accessible feature have been provided, which is the correct approach to take, although at present the school would only be able to be used by people with minor ambulant disabilities.”

Most of the recommendations of that audit have been implemented and where they have not been implemented it because the school has assessed that there is no immediate requirement for current staff and pupils. Nevertheless, the recommendations are kept under review and outstanding issues are included in the Action Plan at Appendix A.

In the event that a pupil was accepted in to the school who required access by wheel chair, it would be necessary to carry out a new audit taking account of their particular needs and a bespoke accessibility plan prepared to ensure access to all necessary parts of the site. This might, for example, involve the provision of ramps and/or lifts.

#### Staff and Pupils:

The school does not currently have any staff with a disability.

The incidence of pupils with disabilities varies from year to year. The most common disability is dyslexia and the school has already taken steps to ensure children with dyslexia are adequately catered for.



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

When a pupil is identified as having a disability the school's approach is to assess the needs of that pupil on an individual basis and put in place appropriate and proportionate provision for that pupil taking in to account the views and aspirations of the pupil and their parents and with the support of external professionals including Multi Agency and Team Around the Child professionals.

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

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

Current disabled students are already able to fully participate in the school curriculum.

Actions that are currently in place include:

- audits of class rooms to ensure they are dyslexia friendly
- targeted Teaching Assistant support
- individual support to ensure inclusion in extra-curricula activities
- ....

The dyslexia audit covers all aspects of the classroom environment including the ethos, seating, organisation, displays, instruction and delivery, board work, text, reading, writing and teacher awareness.

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

A disability access survey was carried out in 2009 and many of the recommendations acted on.

As stated in section 1B, most of the recommendations of that audit have been implemented and where they have not been implemented it because the school has assessed that there is no immediate requirement for current staff and pupils. Nevertheless, the recommendations are kept under review and outstanding issues are included in the Action Plan at Appendix A.

In the event that a pupil or member of staff joins the school who has a disability that requires further improvements to the physical environment, then an Action Plan will be put in place to address the specific improvements required.

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



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The school routinely provides information for any pupil who needs it in an adjusted format e.g. large easy read print, worksheets on coloured paper, coloured overlays, reading rulers or an expressed preference by parents. (See also the provision for pupils with dyslexia.)

Those who have disabilities therefore are no different from other pupils.

We are not aware of any parents who have need for information in any other format.

If at any time we become aware of the need for written information to be produced for any other audience, we undertake that we would, wherever possible, provide this on request.

Should this not be possible we would enlist the support of outside agencies that could assist us

### **3 Making it happen**

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

The Headteacher shall be responsible for preparing, implementing, monitoring and reviewing this accessibility plan, including the action plan at Appendix A, and providing reports at least annually to the Governing Board or as otherwise requested.

The Headteacher may delegate that responsibility to the SEN Co-ordinator.

The Governing Body is responsible for ensuring the plan is prepared, that it covers the statutory duties as set out in the Introduction, for approving and adopting the plan, monitoring progress against the action plan in Appendix A and ensuring it is reviewed annually.

The Governing Body shall also ensure adequate resources are allocated in the school budget for implementation.

#### **3B Availability of the Plan**

The Plan shall be placed on the relevant DropBox folder and on the school web site in accordance with Schedule 10 of the Equality Act 2010.



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### Appendix A

### Accessibility Action Plan 2017-2020

Reviewed May 2019.

*No significant changes except as noted.*

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<b>Access to Curriculum</b> Ensure ICT appropriate for pupils with disabilities.	<ul style="list-style-type: none"><li>• Consult with SEN Co. over current adequacy of IT equipment and software</li><li>• Identify the need for any new hardware or software to purchase.</li></ul>	Summer Term 2017		SENCo	Leadership Team May 2018 Chromebooks purchased with consideration for accessibility – voice typing. No child at present with specific needs.



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Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Access to Curriculum</b></p> <p>Create effective learning environments for all.</p>	<ul style="list-style-type: none"> <li>• By the issue of this plan, remind all teachers of their responsibilities as outlined in the National Curriculum Inclusion Statement at Appendix B.</li> <li>• Confirm all classes have completed the “dyslexia friendly classroom” audit.</li> <li>• Confirm the findings of the audits have been carried out</li> </ul>	<p>Autumn 2017</p>	<p>No additional resources unless identified by the audits</p>	<p>All teachers and TA's</p> <p>Class teachers</p> <p>Class teachers</p>	<p>Leadership Team</p> <p>May 2018 have completed audit and followed advice</p>
<p><b>Access to wider curriculum</b></p> <p>Maximise participation in school activities.</p>	<ul style="list-style-type: none"> <li>• Monitor participation in extra-curricular activities and identify any barriers.</li> <li>• Where possible, ensure school activities are accessible to all pupils.</li> </ul>	<p>Ongoing</p>	<p>No additional resources unless identified for a specific activity</p>	<p>Class Teachers</p>	<p>Governors</p> <p>May 2018 conversations and reviews do occur with an understanding that we attempt FULL participation.</p> <p>RAs carried out for individuals.... some activities modified to meet individual abilities.</p>



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Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> <li>• Monitor impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, and Health Provision in relation to pupils with disabilities.</li> <li>• Consult pupils and staff on proposed changes when appropriate.</li> </ul>	On-going	Leadership Team and SENCo time to review policies.	Leadership Team and SENCo	<p>Governors</p> <p>May 2018 aware and ongoing monitoring.</p>
<p><b>Premises</b></p>	See below outstanding recommendations from Disability Access Report of March 2009.				
<p><b>Attitudes</b></p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> <li>• Review PSHE Curriculum</li> <li>• Review Assembly Programme: widen focus of Different/Same theme</li> <li>• Involve local disability groups in assemblies and visits to school</li> <li>• Include items for newsletter highlighting achievements of pupils with disabilities, where possible</li> </ul>	Autumn Term 17	£150 for any new resources	PSHE Co-ord and DH	<p>Leadership Team and Governors</p> <p>May 2018 ongoing involvement within the curriculum where links can be made.</p> <p>All children's achievements recognised regardless of ability</p>



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Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<i>Newsletters and Information</i>	<ul style="list-style-type: none"> <li>Monitor accessibility of newsletter and letters for parents and respond to feedback when received.</li> </ul>	Ongoing		School Administrator	Head Teacher <i>May 2018 we do meet and talk through letters with families as well as provide the letter.</i> <i>Consulted upon newsletter medium.</i>
Provision for new pupils with an identified disability: General course of action to be followed.	<ul style="list-style-type: none"> <li>Identify the nature of the child's disability(ies)</li> <li>Consult with the parents and child to identify their expectations and aspirations</li> <li>Consult with appropriate professionals including multi-agency staff if required</li> <li>Prepare a child specific action plan</li> </ul>	To be completed as soon as possible after the child arrives in school	To be identified	Head Teacher, SEN Co. And Class Teacher	Lead Governor for SEN. <i>May 2018 consultations with parents and SENDCo and school staff as per needs.</i> <i>EHCP &amp; IEP in place for specific children, reviewed termly</i>
<b>Outstanding and monitoring recommendations from the Disability Access Report of March 2009</b>					
Ensure safe access to school through the village	Ensure that all possible practices are in place to provide a reasonable route to school for pupils and that assistance is provided where necessary. Governors	On-going monitoring	None	Headteacher	Governors and staff <i>May 2018 ongoing consultation with PC and DCC about</i>



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Target	Tasks	Timescale	Resources	Responsibility	Monitoring
	<p>should monitor the footway surfaces and inform the local authority if there are hazards.</p>				<p>improvements. May 2019: Plans underway to provide new footpath through the village sports field to avoid a very narrow section of Newberry Road.</p>
<p>Provide suitable drop-off point</p>	<p>Designated drop-off areas are important for pupils or carers with disabilities and the local authority should be approached should the need arise. Alternatively, parents with disabilities could be allowed priority parking outside the school within strict guidelines.</p>	<p>Only action if required due to new pupil, staff or parents</p>	<p>tbc</p>	<p>tbc</p>	<p>Headteacher May 2018 No changes.</p>
<p>Improved access at main gate</p>	<p>Corduroy tactile paving should be provided at the top of the steps on the approach to the school at the main gate (there is insufficient room to provide this at the bottom of the steps). Also colour contrasted handrails at two levels to both sides of the steps and colour contrast to the step nosings so as to provide a visual warning of the change in level.</p>	<p>Only action if required due to new pupil, staff or parents</p>	<p>tbc</p>	<p>tbc</p>	<p>Headteacher May 2018 No changes</p>



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Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Improved access for the steps up to the main entrance	Provide additional, lower handrails for small children.	Keep under review and provide if necessary	tbc	tbc	Headteacher May 2018
Improved access to Class 2	Provide new / additional, lower handrails for small children as required.	Keep under review and provide if necessary	tbc	tbc	Headteacher May 2018 carried out
Improved seating in reception area	Provide a higher chair with arms to aid people rising from the chair	Keep under review and provide if necessary	tbc	tbc	Headteacher May 2018
Improvement to the wheelchair WC	Replace the light switch with a colour contrasted pull cord	Keep under review and provide if necessary	tbc	tbc	Headteacher May 2018
Improved acoustics	Provide induction loops at the reception and consider the provision of appropriate loop system to the Hall as required.	Keep under review and provide if necessary	tbc	tbc	Headteacher May 2018



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Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Means of Escape	<p>Ensure that pupils and staff are aware of the evacuation needs of school users with Disabilities.</p> <p>Ensure that staff and building users are aware which emergency exits are accessible.</p>	On-going	None	Headteacher	<p>Governors</p> <p>May 2018</p> <p>Reviewed biannually (twice a year) H&amp;S 'walk' audit</p>



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### **Appendix B**

## **National Curriculum Inclusion Statement**

### **Setting suitable challenges**

4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

### **Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils**

- 4.2 Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.
- 4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.
- 4.4 With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.
- 4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
- 4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects