



# Shoreditch Park Primary School

## **Accessibility Plan**

## **Introduction**

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA) and the governors of Shoreditch Park Primary recognise that we have a general duty under the Equality Act 2010 to:

- not treat disabled pupils less favorably for a reason related to their disability;
- make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- plan to make reasonable adjustments to the school buildings, recognising that Grade 1 listed status imposes its own limitations, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA make three requirements of the Governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated service
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Finance and Resources Committee of the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

## **Disability and Shoreditch Park Primary School**

*'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities'*

(DDA definition of disability)

Shoreditch Park School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favorably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the Equal Opportunities Policy.

## **Access to this Plan**

Shoreditch Park Primary School is committed to ensuring that all pupils, parents and carers have equal access to all of its facilities and are able to fully participate in all school activities. This is a very important to us and we will do all we can to ensure we can deliver on this promise. If there are any adjustments required by pupils, parents or carers, which we can reasonably accommodate,

please do not hesitate to raise this with us. You can discuss this with either the office staff, or make an appointment to see Penny Smith, Alix Bevington or Chris Davidson.

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Leadership and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted and ISI inspectors upon request

Previous Adaptations made to the school include:

- Installing electronic interactive panels in teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic board is used
- Staff within the school volunteered to be trained so that children with medical needs could gain access to the education.
- Re-organising classrooms so that disabled children are taught on the ground floor when possible
- Purchase of ipads to use to support children with FSM/cognitive difficulties
- Advice taken from external professionals such as school nurse or specialist teachers about adaptations that need to be made to include all children in the curriculum and school activities
- Personal Evacuation Plans agreed and reviewed annually for children with specific additional needs.

### **Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the finance and resources committee or full governing body.

### **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Shoreditch Park Accessibility Plan

Objective	Strategy	Outcome	Timescale	Goal Achieved
<b>Improving access to the curriculum</b>				
Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties	Audit staff's current skills, training and experience – decide on whether to augment these through training or employment of a specialist with these skills and experience	Staff who are secure in their 'diagnosis' of learning difficulties and abilities and able to develop and advise upon teaching strategies to enable the pupils with LN & D & SEN to access more of the curriculum	Ongoing subject to funding	Pupils are more able to access the curriculum regardless of their Learning Difficulties & Disabilities
Greater awareness of and confidence in dealing with pupils with a learning difficulty and disability and SEN amongst teachers.	Identify areas where knowledge and skills base needs to be extended.	More highly trained staff in this area	Review each term	
All extended day activities are planned to ensure the participation of the whole range of pupils.	Review all extended day provision to ensure compliance with legislation	All extended day activities will be conducted in an inclusive environment with all current and future legislative requirements	Ongoing	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils and run smoothly	Reviewed annually  Ongoing	
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required	School will ensure appropriate testing and reports are provided in order to apply for access arrangements	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed	Ongoing	

Objective	Strategy	Outcome	Timescale	Goal Achieved
<b>Developing access to the physical environment</b>				
Ensure that all areas of school building and grounds are as accessible for all children and adults as possible and to continue to improve the access of the physical environment for all	School to audit accessibility of school buildings and grounds. SBM to check accessibility and then produce an Action Plan based on the findings	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all – budget allowing	Audit complete by start of Spring 2019	
Physical Management Plans and PEEPs to be written for all pupil who need them	Plans to be written in consultation with students and their families	Pupil will have bespoke PEEP in event of any emergency	Review each term	

Objective	Strategy	Outcome	Timescale	Goal Achieved
<b>Developing access to information</b>				
Accessibility of information to all parents	All letters and communication with parents to be on school website and directly emailed to parents with a visual impairment	Parents all have equal access to school information and reports	Ongoing	All parents are informed of school events