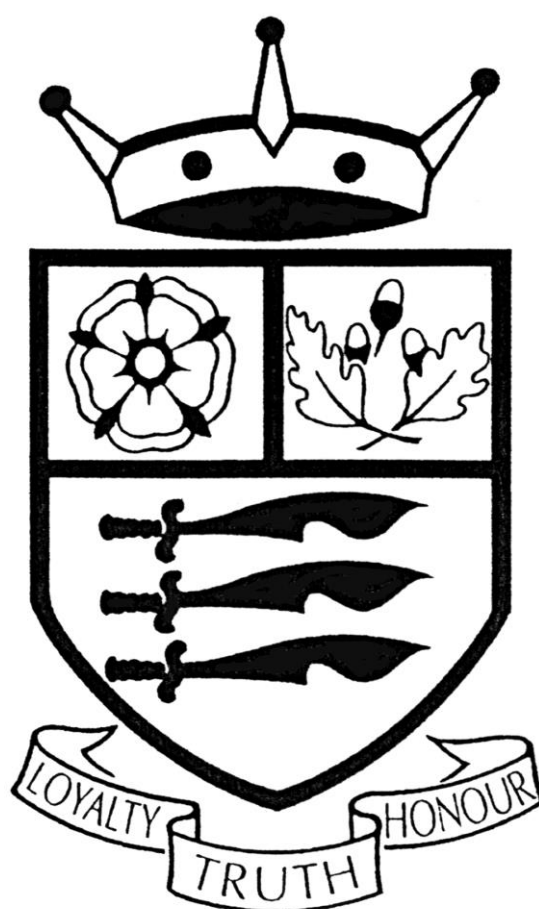


WEST LODGE PRIMARY SCHOOL



ACCESSIBILITY PLAN

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ACCESSIBILITY PLAN

Introduction - Schools' Duties Around Accessibility for Disabled Pupils

Schools and Local Authorities are required to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act 1995 and have been replicated in the Equality Act 2010.

Part 5A of the Disability Discrimination Act (DDA) requires the Governing Body to :

- Promote equality of opportunity for disabled people : pupils, staff, parents/carers and other people who use the school or may wish to, and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties

This Accessibility Plan and the attached action plan forms part of the Disability Equality Scheme and sets out how the Governing Body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, therefore since 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 reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body 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 Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

Attached is an Access Improvement Plan, (Appendix 1) showing how the school will address and monitor priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan, the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability

- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to meet individual needs
- To provide training for all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible

Definitions:

Disability is defined by the Disability Discrimination Act 1995 (DDA) :

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

The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities. A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age; or
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority

It is important to recognise that the definition of children with learning difficulties includes children with a disability where any special educational provision needs to be made

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision. (S312 Education Act 1996)

Special education provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools (other than special schools) in the area

Key Objectives:

The duties in the Disability Discrimination Act are designed to dovetail with existing duties under the SEN framework. The main purpose of the SEN duties is to make provision to meet the special educational needs of individual children. To the extent that disabled children rely on special educational provision to have their needs met, equal opportunities for disabled children are dependent on the quality of the provision made through the SEN framework.

The SEN framework consists of the primary legislation, the regulations, and the guidance to reduce and eliminate barriers to accessing the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Amendments to section 316 (s1 SEN and Disability Act 2001) of the Education Act 1996 strengthen the general duty to provide a mainstream school place for a child with special educational needs, where their parents want that, and so long as that is compatible with the efficient education of other children.

Principles:

Compliance with DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under the DDA (as amended by the SEN and Disability Act):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish the Accessibility Plan

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)

The school recognises and values parents' knowledge of their child's disability and its effects 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 underpins 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

Activity:

This section outlines the main activities which West Lodge Primary School undertakes, and is planning to undertake, to achieve the key objectives (above)

Education and Related Activities

West Lodge Primary School will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers, SEND advisors, the School's educational psychologist and of appropriate health professionals from the local NHS Trusts.

Physical Environment

West Lodge Primary School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. Consideration will be given to specialist technology and software.

Provision of Information

West Lodge Primary School will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Reporting:

Governors will be informed of Admission arrangements for disabled pupils through Leadership Reports. The Accessibility Plan will be reviewed annually following consultation with the wider school community.

Linked Policies:

This plan will be considered alongside the following policies and procedures :

- School Improvement Plan
- Health and Safety Policy
- Teaching for Learning Policy
- SEND Information Report
- Equality Statement

The plan is consonant with Harrow Education Authority's guidance on accessibility

Policy Control:

Date of plan:	November 2019
Date of review:	November 2020
Member of staff responsible:	Kathy-Ann McClean
Governor responsible:	Jessel Patel

<u>Priority</u>	<u>Action</u>	<u>Timescale</u>	<u>Professionals Responsible</u>	<u>Success Criteria</u>
To continue improve the quality of provision for children with autism	To further develop Kaleidoscope the additional resource base for children with autism who are not always able to access the curriculum in the mainstream classroom alongside their peers. To ensure that timetabled support enables children who are accessing Kaleidoscope are able to access mainstream.	Ongoing	Local Authority Governors Jim Dees Kathy-Ann McClean Alex Revens	School experience is enhanced for those children with autism who require additional provision. Improved outcomes in terms of progress and attainment
To develop and improve the outdoor space for pupils with autism	Work on creating zones in the main playground and develop a range of sensory experiences in the outdoor space in Kaleidoscope to enhance the sensory experience for pupils with autism.	Spring/Summer 2019	Jim Dees Kathy-Ann McClean Alex Revens	A safer playground experience for all children. Pupils able to experience enhanced sensory experience in Kaleidoscope.
To improve the environment and enable safe access for visually impaired pupils	- Add a handrail on small staircase in the main corridor. - Paint key steps and stairs outside with yellow safety/non-slip paint. - Creation and purchase of a range of resources with enlarged text	Autumn 2018/Spring 2019	Kathy-Ann McClean Steve Guzzan Abbas Bachoo	Safer environment for visually impaired pupils. Ability to access
Training for staff on increasing access to the curriculum for children with disabilities	- To ensure better understanding of the Alexandra Ladders assessment - To develop staff awareness of the learning needs of children with more complex profiles - LSA training at Aylward Earlybird courses - Whole staff training on autism - Support teacher for children with social and communication difficulties to attend National Conference on PDA	On going On going On going	Alexandra School Sue Stalley Alex Revens Kathy-Ann McClean	A greater level of staff expertise evident in planning and assessment
To provide specialised equipment to benefit individual children	- Touch screen for a child with VI for one of the computers in the ICT Suite - Equipment to develop and enhance a sensory circuit. - A range of sensory stimulation equipment: weighted vests; appropriate cushions etc... - To provide recommended software for children who have writing difficulties - To provide sloping boards for children with physical difficulties	In place On going On going	Advisory teacher for children with VI / NS Alex Revens Advisory Teacher for Autism Kathy-Ann McClean	There is increased access to the curriculum for those children with specific needs