

Spalding Parish Church of England Day School

Accessibility Plan – September 2016

Purpose of the Plan

The purpose of this plan is to show how our school intends, over time, to increase the accessibility of our school for disabled pupils and stakeholders.

Definition of Disability

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.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. E.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Spalding Parish Church of England Day School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with pupils, parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The majority of our school site and building is accessible for anyone who has a disability since it is a single storey building. All doorways are wide enough for wheelchair access and any raised door entrances are painted yellow so that they are easily seen by anyone with a visual impairment. We have a disabled parking space in our car park by the main school entrance for any of our stakeholders who may have walking difficulties. We also have a disabled toilet and electric changing table in the front part of the school and a disabled toilet at the rear of the school building which can once again be accessed by all stakeholders. We are an actively inclusive school and will always make reasonable adjustments for any visitors who may have a disability for which we were unaware.

The Current range of disabilities within our school

Our school holds the 'Inclusion Quality Mark Award' and as such, always has a population of pupils with a range of Special Educational Needs. It is not unusual for SPCEDS to be meeting the following needs:

- Autism
- ADHD
- Attachment Disorder
- Dyslexia
- Hearing impairments
- Visual impairments
- Global Developmental Delay
- Various medical conditions including Diabetes, Epilepsy, Asthma
- A range of learning difficulties

Increasing access for disabled pupils

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. As such we have a regular cycle of training provided by professionals from Outside Agencies to ensure that our ability to meet the needs of our diverse community is kept up to date. We have very close relationships with Outside Agencies and will actively seek advice from them to ensure that we can meet every pupil's needs through reasonable adjustments and specialised resources. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children attend age relevant after school clubs, leisure and cultural activities and educational visits.

Accessibility Plan

Target	Strategy	Outcome	Timeframe	Responsibility	Achieved
Increasing access for disabled pupils to the school curriculum					
To continue to train staff to enable them to meet the needs of children with a range of SEN.	Review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Ongoing	SENCo	
Use a range of ICT and equipment to support learning.	Professionals to provide advice about a range of ICT and equipment which could improve access to the curriculum.	Pupils can access the curriculum and meet their potential. All reasonable adjustments identified on Individual Support Plans and/or Health Care Plans.	Ongoing	SENCo	
Improving access to the physical environment of schools					
To ensure that all stakeholders can access the school environment when attending meetings.	Ensure that appropriate rooms are booked with appropriate furniture.	Appropriate rooms and furniture will be provided.	Ongoing	SENCo and all necessary staff	
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Regularly audit accessibility of school buildings and grounds with advice from relevant professionals. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Ongoing	SENCo	
Improving the delivery of written information to disabled pupils					
To ensure that all written information is presented in a way which allows disabled pupils to access the curriculum.	Professionals to provide advice about how written work should be presented, which could improve access to the curriculum.	Pupils can access the curriculum and meet their potential. E.g. Work copied onto coloured paper, coloured overlays, clutter free whiteboards, enlarged print. All reasonable adjustments identified on Individual Support Plans.	Ongoing	SENCo	

To ensure that all written information is accessible to pupils and parents who have English as an additional language.	Access to a range of tools which can support translation, e.g. EAL translators, bi-lingual dictionaries, google translate.	School website is available in a variety of languages; key information is translated and tools available to pupils during the school day.	Ongoing	EAL Lead	
To ensure that pupils with a Communication and Interaction need can access the curriculum.	Use a range of strategies to support communication and understanding as an alternative to or alongside written text, e.g. Communicate in Print and Makaton Sign language.	Pupils can access the curriculum and meet their potential using alternative forms of communication.	Ongoing	SENCo	

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To be reviewed in September 2019.