

Accessibility Plan

Arunside School



'Our four walls with tomorrow inside'.

Approved by:	Donna Jagger	Date: September 2020
Last reviewed on:	October 2017	
Next review due by:	The Governing Body – October 2023	



School Accessibility Plan

1. Schools' Planning Duty

- Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:
 - To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
 - To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.
- According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.
- This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.
- In accordance with the Act the plan focuses on three 'key areas':
 - 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 school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criterion has been set so progress and outcomes can be measured.
- The plan is to be reviewed and updated at least every three years.

Schools Aims

- At Arunside Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school vision and values that can be found on the school website.
- In drawing up this **Accessibility Plan**, the school set the following priorities:
 - To provide safe access throughout the school for all school users
 - To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
 - To provide training to all staff regarding the needs of disabled people and how to aid enable them to enjoy the school experience as fully as possible.
 - To consult with the parents of children and young people with a disability in order to ensure all the needs and areas of concern have been considered.

- This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:
 - Disability Equality Scheme
 - Special Educational Needs
 - Equal Opportunities
 - Arunside Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
 - Arunside's Safeguarding policy and arrangements
 - Health & Safety policy
 - Staff related policies, e.g. risk assessments
- This plan itself will also be used to advise and inform other school planning documents and policies.
- It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school

2. Current Good Practice which supports this duty

- The school's commitment to inclusivity has already been recognised in previous Ofsted inspections where it was noted in 2013 that:

‘the progress of all disabled pupils and those with special educational needs is now at least as good as that of all others in the school.’

Ofsted Inspection Report June 2013

Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

- Arunside has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.
- The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the West Sussex SEND team, outreach services, health professionals and Educational Psychology Service, the SENCO manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.
- The school's Senior Leadership Team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.
- The school works closely with specialist services including:
 - Advisory Teacher for Hearing Impaired
 - Portage Workers
 - Early Years Advisory Teacher
 - Advisory Teacher for Visual Impairment
 - Sensory Support Team
 - Occupational Therapists
 - Physiotherapists
 - Speech and Language Therapists
 - Special School Outreach
 - Educational Psychology Service

- Team Advisory Teacher for SEN (ASCT and LBAT)
 - CAMHS
 - GPs and paediatricians
 - Diabetic Nursing Team
 - School Nurse Team
 - Play Therapy
- The school's teachers, teaching assistants and Midday Meal Supervisors have a wide range of qualifications, training and experience of working with children with a varied range of needs including:
 - Hearing impairment
 - Physical disability
 - Visual impairment
 - Specific medical conditions including asthma, eczema, ADHD, diabetes
 - Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
 - Autism
 - Speech, language and communication needs
 - Emotional difficulties including attachment disorder or bereavement
 - Developmental disorders
 - Profound and multiple difficulties including specific genetic disorders, e.g. Fragile X
 - Physiotherapy
- The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Current Actions: improving access to the physical environment of the school

- This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.
- There are very few parts of the school to which disabled pupils have limited or no access following the Local Authorities capital building project completed in 2011 and the use of the schools delegated capital funding to make minor adjustments to improve access and support the needs of its current community - - As a result of Covid 19, staggered starts and multiple entry points to the school site have been needed, we recognise the need to look at the provision for a slope from EYFS entry through to main playground
- In addition, the environment is continually enhanced through the school's building maintenance and redecoration program.

Current Actions: Improving the delivery of information to persons with a disability

- School staff are aware of the services available for converting written information into alternative formats.

3. Review and Implementation

- The **Accessibility Plan** is reviewed every three-years by the Governing Body where its implications will be considered.

Donna Jagger
Head Teacher
September 2020