



## **Disability accessibility plan**

### **Introduction**

This plan sets out the proposals of the Governing Body to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act (2010):

- increasing the extent to which pupils with disabilities can participate in the curriculum;
- improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- improving the delivery to pupils with disabilities of information which is provided in writing for pupils who are not disabled.

The Equality Act introduced a single Public Sector Equality Duty (PSED) which requires governing bodies to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

This plan also sets out how the Governing Body promotes equality of opportunity for people with disabilities. It is a requirement that the plan is resourced, implemented, reviewed and revised as necessary and in so doing, we take into consideration the views of pupils, parents, staff and appropriate external agencies. Staff training is undertaken and changes implemented as required.

This plan should be read together with our *Anti-bullying, Inclusion, Health and safety, Food and Medical needs* policies and the *Induction and transition procedure*.

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## **1 Definitions**

- a. The Equality Act defines a disability as:
  - A physical or mental impairment which has substantial and long term adverse effect on a person's ability to carry out day to day activities.
- b. Day to day activities are defined as:
  - Mobility; manual dexterity; physical coordination; continence; ability to lift; speech; hearing; eyesight; memory or ability to concentrate; learn or understand; reading and writing, understanding of risk or physical danger.

## **2 Aims and values**

At St Aidan's we pride ourselves on being a school that welcomes all children from our local community, including those with disabilities. We believe that it is the right of all our pupils, including our pupils with disabilities, to achieve their full potential. This accessibility plan lays out the ways in which we will remove barriers for our pupils with disabilities through adapting the physical environment, the curriculum and the way we provide information. We will make reasonable adjustments to ensure equality of opportunity and access to the curriculum for all our pupils.

- 2.1 We also strive to promote equality for parents, carers, teachers and other users of the school who have disabilities and we do our utmost to ensure that no-one is disadvantaged.

## **3 Context**

St Aidan's is a multi-cultural C of E community school which has places for 210 children in the main school and up to 42 in the nursery.

- 3.1 The Inclusion Manager is responsible for collating and analysing data related to the achievement of pupils with disabilities in the school. Assessments of children are carried out termly and are entered onto a tracking system.

## **4 Main priorities**

- 4.1 Increasing the extent to which pupils with disabilities can participate in the school curriculum.
  - The degree to which pupils with disabilities are able to participate in the curriculum is reviewed in termly pupil progress meetings, termly Learning Support Plan reviews and annual reviews for pupils with Education, Health and Care Plans (EHCPs).

### **Priorities**

- a. Develop effective relationships with outside agencies to ensure that pupils are provided with appropriate support.
  - b. Ensure staff are trained to meet the needs of pupils with disabilities.
- 4.2 Improving the physical environment of the school to increase the extent to which pupils, parents, carers, teachers and other users of the school who have disabilities can take advantage of education and associated services:
    - The school has already had several adaptations made to improve access for those with disabilities. These include handrails on both stairwells to help people with physical difficulties, an access ramp to the front doorway to assist wheelchair users and a disabled toilet on the ground floor.

- In addition to the personalised provision for pupils with EHCPs, we regularly provide a low-sensory area inside at lunchtimes to support sensitive children, including those with autism.
- There is a quiet, sensory area in the playground available for children with EHCPs and other children with additional needs who benefit from a calm area.
- Children also have access to the quiet garden at key times during lunch break.

### **Priorities**

- a. To work with outside agencies to ensure that the school environment is adapted to meet the needs of pupils with disabilities. Examples include:
- advice from a Teacher for Children with Visual Impairment on adaptations to support a pupil with visual impairment.
  - advice from Haringey Occupational Therapy and Physiotherapy services on adaptations to support pupils with physical disabilities.

#### 4.3 Ensuring the safety of all pupils with medical needs.

- Children with medical needs have care plans that are regularly reviewed with the parents.
- Staff are made aware of all children with allergies and all staff have received epipen training and asthma awareness training.
- St Aidan's is a nut free school. The kitchen ensures that the school meals meet the needs of children with allergies and these are also taken into account when planning classroom activities.
- Procedures for milk distribution to pupils in the foundation stage ensure that children with dairy allergies do not come into contact with milk.

#### 4.4 Ensuring equality of opportunity for all users of the school.

- The PSHE curriculum includes materials which explore issues of disability.
- A Learning Support Assistant has been appointed to provide support during the school lunchtime for children who require it.
- After school clubs and breakfast club are accessible for all children. Activities are tailored to the needs of children attending and additional adults are in place to support children where required.
- We are committed to eliminating the discrimination and harassment of people with disabilities and seek to:
  - promote a positive attitude to disability; positive images of people with disabilities can be found in literature and other resources around the school; staff training is ongoing and involves teachers, learning support assistants and school meal supervisory assistants; staff are expected to demonstrate respectful attitudes to pupils, staff and parents with disabilities;
  - eliminate all forms of harassment. We take the issue of bullying very seriously and the subject is a regular feature for assemblies and posters around the school.
- Suitable adaptations are made to ensure effective communication with parents with communication disabilities.

## **5 Complaints**

Should anyone be dissatisfied with the support or arrangements provided, they should discuss their concerns directly with the Headteacher. If, for any reason, this does not resolve the issue, they can make a formal complaint via the school's complaints procedure, obtainable from our website or school office.



## **6 Management, implementation and review**

- 6.1 The Governing Body is responsible for ensuring that this plan is implemented. The Inclusion link governor reports on issues relating to accessibility regularly to the GB.
- 6.2 The Standards committee will review this plan every three years, or earlier if required, taking into consideration the views of pupils, parents, staff and appropriate external agencies.

### **Priorities**

- a. A termly meeting to be led by the Inclusion link governor, involving the Inclusion Manager and/or Headteacher.
- 6.3 A copy of this plan is available on the school website, and from the school office on request.

## **7 Glossary**

EHCP	Education, Health and Care Plan
PSHE	Personal, Social and Health Education
SEND	Special Educational Needs and Disabilities

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