



West Denton Primary School

DISABILITY ACCESSIBILITY PLAN 2014-2017

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 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 a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

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;
- 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. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1 Starting Points

1A: The Purpose and direction of the school's plan: vision and values

West Denton Primary School has high ambitions for its disabled pupils' and expects them to achieve in every aspect of school life. All children are made to feel welcome irrespective of race, colour, creed or disability.

- The school sets suitable learning challenges
- Responds to pupils' diverse needs
- Overcomes potential barriers to learning and assessment for individuals and year groups.

The school subscribes fully to the concept of inclusion. There is equality of opportunity for all pupils to follow a full national curriculum timetable and to take part in extra curricular activities and the full life of the school. The individual needs of all pupils at this school will be met effectively so that they benefit as fully as possible from the education they receive and fulfil their individual potential.

We recognise the individual needs of all students and maximise everyone's potential: every teacher shares these responsibilities. Where pupils are disadvantaged staff undertake specialist training e.g. Dyslexia, Dyspraxia, Aspergers, Speech, Language and Communication.

Specialist learning resources are purchased and structural changes undertaken if necessary. The impact of this work is to provide the correct environment for all our pupils to thrive and progress.

This school, with its supportive, integrated environment and in partnership with parents and governors, aims to maximise the self-esteem of all of its students. This, in turn, helps pupils to realise their potential.

Ethnic minorities represented in the school are small, and importance is placed on the multicultural work carried out throughout the school in assemblies.

We have a behaviour policy that the pupils and staff had a part in constructing. A system of rewards, based on merits, stickers and certificates is in place. The behaviour policy is well understood and boundaries are clear.

The school aims to provide an education based on Christian values and as such we subscribe to a conventional set of moral values. We have strong ideas on

right and wrong and see it as our core business to educate our pupils in this area.

1B : Information from pupil data and school audit.

The school has 323 pupils on roll. There are 8 year groups based on an admission number of 45. The role is steady. Pupils come from a full range of housing from social housing to owner occupied. Over 63% of children live in homes below the national IMD average of which 31% live in lowest 10% nationally. This is a rising figure.

There are 19% of pupils on the special needs register. The school is predominantly white in terms of ethnicity 6.9% and 5.1% of pupils with EAL. Attendance rates are good at 95.5% overall with 1.7% persistent absence. There are 48.4% of pupils who claim free school meals.

The school is informed of pupils with any difficulties who may be wishing to attend the school by the playgroup providers. Prior to pupils attending the school the SENCo will meet with involved professionals and parents to discuss requirements, difficulties, support, etc.

Pupils follow the full national curriculum and Early Learning Goals. Adaptations to work or lessons or support is made depending on the pupil's difficulties or needs, or their changing difficulties and needs. Teachers are informed of any pupil who may have a special need via the special needs register and by personal reference by the SENCo. For pupils who arrive part way through the year information is passed to staff via staff and records and registers are updated.

The school has a number of pupils with difficulties:

School Action	25
School Action +	34
Supplementary Funded	2
Statemented	0

(Last updated 27.02.14)

Attendance:

In 2012-2013 the overall average attendance for pupils within the school was under 95%. This trend has been reversed and attendance was 95.5% for the autumn term 2013-2014.

All pupil attendance is monitored closely with weekly meetings between the Head Teacher, Family Support Worker, Attendance Officer and the Admin Officer,

Medication:

Sometimes medication is required to be taken by pupils. This is kept in the main school office or by the class teacher, and given to the pupils as required. A record is taken of pupils who are given medication and school keeps a record of those children who may have allergies, medical difficulties, etc. The first-aiders in the school, and all staff are made aware of these pupils.

Withdrawal Classes:

Small group or 1-1 tuition takes place weekly to aid pupils with specific learning difficulties and for dyspraxia, handwriting difficulties, difficulties with speech and language, social skills, behaviour/emotional difficulties.

Bullying:

Pupils in school enjoy a safe and secure environment. We treat bullying as a serious matter. The school and school council have a policy with guidelines about how we deal with it. Pupils are encouraged to say if they are aware of bullying, and it will be dealt with immediately.

Racism:

Any such incidents are recorded and returns made to the LEA as requested through the ARCH website. Again pupils are encouraged to report such incidents and we deal with them immediately.

Looked After Children:

Looked after children are supported by the Head, FSW, SENCO, parents and Social Care and Health, and the LA kept informed of their progress.

Child Protection:

Child protection arrangements are in place and regularly reviewed by Governors and Leadership Team. The Head teacher is the 'designated member of staff'.

His training is up to date and regularly reviewed. A clear policy and guidance exists.

Health and Safety:

The school has regular health and safety checks by staff and governors and this is an agenda item at all meetings. All staff are aware of the need to report issues of health and safety immediately to the office. As part of the Health and Safety policy, staff are regularly involved in risk assessments, e.g. practical subjects, outdoor activities and school visits.

Teaching and Learning:

As part of the whole school professional development, lessons and staff are observed and supported by the leadership team to ensure all pupils have full access to the full curriculum. To have continued development and support, external agencies (such as Behaviour Support) have observed some of the lessons.

The Leadership Team ensure all staff within the school have Inset and guidance on new policies, government initiatives, pupils difficulties etc.

School strengths

School staff have experience of working with a wide range of disabled pupils. Training is provided through a planned cycle of INSET to raise awareness of needs and also strategies for effective classroom practice in meeting needs. Every teacher builds up a portfolio for pupils with special needs/learning disabilities. This outlines their strengths and weaknesses and strategies for supporting in the classroom. Files are updated after reviews and new IEPs written. Support is accessed from outside agencies.

1C: Views of those consulted during the development of the plan

We have supportive parents as evidenced by a 90%+ attendance at parent's evening.

The school welcomes input from parents who have access to the school. Attendance at parents' evenings is high (better than 90%) and it is on these occasions that we receive most feedback, albeit verbal feedback. We are working on a range of questionnaires to deploy targeting a variety of issues relevant to school. School reports give opportunities for parents to comment and we encourage parents to contact the school at any time should issues arise.

We get plenty of feedback from parents with children with statements of SEN via the annual review process.

We receive very few complaints from parents with children in the school. However, when we do receive them they are dealt with promptly and by the most appropriate member of staff.

External agencies such as Behavioural Support, SENTASS, FSW, Attendance Officer, Educational Psychologist, Speech & Language, speak highly of our work with pupils and compare us favourably with the norm.

The LA fulfils its monitoring and evaluation role by their annual review process. We also buy in into the LEA SLA for advice and support.

There is capacity to make further improvements. Pupils' attitudes to learning are good, leadership in the school remains committed to raising standards and providing high quality education for all our pupils.

2 The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

All pupils initially follow the full curriculum, but adaptations to the timetable, support and subjects taken are constantly reviewed by the staff, LSA's, SENCO and changed if the need arises. Planning shows differentiation for SEN groups and individuals and who is supporting them. Staff complete an annual 'Class Profile Proforma' so that staff are aware of the full spectrum of needs of the cohort.

Learners are encouraged to take an adequate amount of physical exercise and to eat and drink healthily. Pupils are encouraged to have bottles of drinking water and to take 'little and often'. Facilities are available in school for pupils to access drinking water. School meals are healthy and nutritious.

We provide the statutory requirements for PE as evidenced by our annual audit. We run a full range of extra curricular clubs, and have good links with our local sports co-ordinator. Where pupils express an interest in a given activity we try to provide for it or we signpost them to a relevant provider. We do have some obese children in the school whom we have offered help alongside the school nurse. We have also tried to involve their families. However, without exception the problem is deep seated and not being tackled adequately at home.

Healthy lifestyles are encouraged through the PSHCE course as well as all relevant curriculum areas. This includes work on drugs, sex and alcohol; some supported by outside agencies and tailored to individual year groups. PSHCE is co-ordinated by a member of staff and delivered through the curriculum. The school nurse also operates a separate, confidential drop in session once a fortnight for any parents who have concerns. The school buys in an Anti-Social Behaviour Project for Y4 to Y6 where they are learning about the importance of resisting peer pressure and the need to make their own good choices in life. This is delivered by a former policeman.

The school will continue to focus on a clear assessment of national curriculum levels and access for all of its pupils. Careful data tracking systems allow school to watch individual progress and to set clear individual targets for improvement. School monitors the progress of groups of children and acts upon evidence found.

The LSA's are a strong team who carry out sessions, who plan and assess, keep evidence of work and regularly update the class teacher and SENCO.

IEP's are regularly updated and school makes good use of the resources at SENTASS.

All LSA staff have regular professional development and opportunities to attend network support groups. Good use is made of ICT and the internet for research.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Our buildings are mostly fit for their purpose, particularly the new KS2 building. The school hall is too small for a school of 300. We find it very difficult to fulfil our PE curriculum as the space is not suitable for all sports. We do need a new purpose built kitchen area to enable us to build on the work we have started with Healthy Schools. We have invested in a high quality cooker which has impacted positively on the quality of school meals.

The EY and KS1 building is good, but there is poor access from the KS1 yard through the cloakrooms. The school has a disabled toilet and automatic doors on the main entrance. The school does provide quiet areas in the classrooms for pupils with autistic spectrum disorders and large key keyboards are available in the ICT suite.

Recent developments include new doors at the top of the KS1 corridor to allow wheel chair access. The KS2 and KS1 playgrounds have been fully developed. The school has no changing facilities. The school has installed a shower facility as there are an increasing number of children coming into Nursery who have not been toilet trained.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

Information for pupils with difficulties and information access for parents is delivered in various formats depending on the need of the pupils and parents. Examples include:

- Simplified or moderate language or diagrams
- Orally
- Differentiation of work
- In various formats - worksheets, notices etc
- On the school website
- By Email
- Use of action vocabulary (makaton)
- By text messaging

Identifying the appropriate format depends on the pupil's difficulties, their needs, subject level and content.

3 Making it happen

3A: Management, coordination and implementation

The Governors and Leadership Team are aware of and have input into the school's accessibility plan.

The plan will be revised on a regular basis, taking into account the difficulties pupils have in the school; or prospective pupils who may be going to attend. This will be carried out by the Head teacher with input from the leadership team, Governors, pupils and parents.

The evidence used to aid the plan will be looking at:

- SEN type of need for pupils on roll

- Effectiveness of the support for pupils
- SEN attendance percentages
- FFT data on pupils with disabilities/on SEN register
- Effectiveness of Healthy schools
- Type of differentiation for pupils
- Statement reviews
- External agency reports and input
- Government and LA policies and initiatives.
- Reviewing buildings in school

The Governor and staff of the school are fully aware of and kept updated on SEN legislation. Policies within the school which link with and take account of this plan are the Health and Safety Policy, Asset Management Plan, SEN and Inclusion Policy, School Development Plan.

The school co-ordinates and has close contact with many external agencies:

- Social Health and Care
- Health agencies, School Doctor, Nurse and health visitors
- LA agencies; Speech and Language Service, Behaviour Support Service, SENTASS. Educational Psychology
- Speech and Language Development (SpLD) Group

The Leadership Team and the Governors are responsible for the implementation of the plan.

Some funding for changes to the structure of building is deployed by the LEA and others through capital funding. Other forms of funding come from SEN delegated funding, external agency support, etc. The school will implement changes as required by pupils and staff need.