

Adderley Primary School

Accessibility Plan

2019 - 2021

Agreed by:	Governing Body	
Review date:	November 2021	

Legislative Compliance

The Disability Discrimination Act

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that faces many people with disabilities. This Act has been significantly extended, including by the Disability Discrimination (NI) Order 2006 (DDO). It now gives people with disabilities rights in the areas of:

- employment
- education
- access to goods, facilities and services, including larger private clubs and transport services
- buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability-related adaptations
- functions of public bodies, for example issuing of licences

The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that people with disabilities can use public transport easily.

Definition of Disability:

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 purpose and direction of the school's plan: vision and values

At Adderley Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Adderley Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

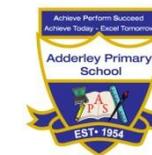
The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The DSEN Leader has an overview of the needs of disabled pupils, and those with medical conditions.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to all extra-curricular activities.

Action plan is below:



Accessibility Plan: Sept 2019-2021

	Objectives	Action			Timescale	Monitoring Method: Who? How?
		How	People	Resources		
1	Ensure the new hall building project includes accessibility features for disabled staff and pupils and fully complies with regulations	<i>Planning meeting Architecture and building compliance certificates</i>	<i>SLT Architect Project manager Building contractor</i>	<i>Agreed school budget Security systems Accessibility planning</i>	<i>By November 2014</i>	<i>Governors Full governors meetings reports from Project manager and independent quality surveyor</i>
2	Employ a school nurse as a member of staff who will oversee care for pupils with medical conditions and first aid provision	<i>Provide proposal to governing body for the employment of a nurse</i>	<i>SLT DSEN Team School Nurse</i>	<i>Agreed school budget First aid resources</i>	<i>By December 2014</i>	<i>Governors Full governors meetings</i>
3	Improve physical access to the school wherever possible. <i>(We recognise that due to the age of parts of the building this may not be possible in all areas)</i>	<i>Provide a removable ramp in order to access the exit door by Year 2. The back stairs door will remain inaccessible to wheelchairs due to the stairs but alternative routes are available.</i>	<i>SLT Site managers Building contractor</i>	<i>Ramps Door widening if possible</i>	<i>By July 2014</i>	<i>Governors Head Teacher SLT</i>
4	Improve access for pupils who may experience difficulty moving around the school.	<i>Ensure care plans are in place to support all pupils with mobility difficulties</i>	<i>SLT DSEN/Inclusion team Parents</i>	<i>Accessibility and Care Plan Planning time for SENCO</i>	<i>On-going</i>	<i>Governors Head Teacher SLT</i>
5	Currently, CCTV System only records for 14 days, which doesn't cover several of the school holidays.	<i>Upgrade CCTV to record for 30 days</i>	<i>SLT Security systems company</i>	<i>New cameras Updated servers Installation costs</i>	<i>By July 2014</i>	<i>Governors Head Teacher SLT</i>

6	To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND.	<p><i>Update DSEN policy and staff handbook</i></p> <p><i>School to seek advice from experts.</i></p> <p><i>Consider needs of specific pupils, both for school and off-site activities.</i></p> <p><i>Raise awareness of disability equality via</i></p> <ul style="list-style-type: none"> • <i>Staff meetings.</i> • <i>PSHE lessons.</i> • <i>Assemblies.</i> • <i>Celebrating differences/diversity.</i> 	<p>SLT</p> <p>LA</p> <p><i>Services for Education SENAR</i></p> <p><i>Disability Rights Commission</i></p> <p><i>All school staff</i></p>	<p><i>Staff training costs</i></p> <p><i>Visiting speakers/trainers</i></p>	<p><i>Reviewed September 2014</i></p> <p><i>then on-going</i></p>	<p><i>Head Teacher</i></p> <p><i>SLT</i></p> <p><i>Inclusion Lead</i></p> <p><i>Teachers</i></p> <p><i>TAs.</i></p> <p><i>Other Support staff.</i></p>
7	<i>Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.</i>	<p>Thorough planning.</p> <p>Advance visits.</p> <p>Risk assessments.</p>	<p><i>Head Teacher</i></p> <p><i>SLT</i></p> <p><i>Educational Visits Leader</i></p> <p><i>Visit leaders</i></p>	<p><i>Leaders planning time for risk assessments</i></p> <p><i>Pre-visits where possible</i></p>	<p><i>Reviewed July 2014</i></p> <p><i>then On-going</i></p>	<p><i>Head Teacher</i></p> <p><i>School Visits Co-ordinator.</i></p> <p><i>Trip leaders.</i></p> <p><i>Feedback from pupils</i></p>
8	<i>Ensure that after-school clubs and care provision facilities are accessible for all pupils.</i>	<p>Ensure access is available for all pupils including those with physical or sensory disabilities.</p> <p>Provide adult support if necessary.</p> <p>Make physical adaptations as required.</p>	<p><i>PE Leader</i></p> <p><i>Leaders of after-school clubs</i></p>	<p><i>Budget for clubs provision</i></p> <p><i>New equipment as needed</i></p>	<p><i>Reviewed July 2014</i></p> <p><i>then On-going</i></p>	<p><i>Head Teacher</i></p> <p><i>Feedback from parents and pupils</i></p>

8	<p><i>Ensure the new curriculum is fully accessible to pupils with any type of difficulty or disability.</i></p>	<p><i>Consider alternative communication systems.</i> <i>Consider the way in which information is presented to pupils.</i> <i>Consider ways in which pupils can communicate their ideas.</i></p>	<p><i>All Staff</i> <i>Subject leaders</i> <i>Advisors for sensory impairments</i> <i>Subject advisors</i></p>	<p><i>New curriculum costs</i> <i>Resources</i> <i>Subject leader release time</i></p>	<p><i>Reviewed</i> <i>July 2014</i></p> <p><i>then</i> <i>On-going</i></p>	<p><i>Head Teacher</i> <i>SLT</i> <i>Inclusion Leader</i></p>
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