



Francis Askew Primary School Accessibility Plan

2021 - 2022

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, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Starting points

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

We have a clear vision at Francis Askew to create a caring environment in which each child feels happy, secure and motivated to learn. We are committed to fostering positivity and nurturing the individual talents' of pupils, whilst offering a curriculum, which is coordinated, engaging, differentiated, and challenging. We aim to encourage independence of mind and a questioning spirit, to promote an awareness of moral values, service, friendship and the communal responsibility of all.

To achieve this vision, the school, and all members of the school community, have a strong commitment to the 'inclusion' of pupils irrespective of physical, learning, language or cultural challenges. Furthermore, we fully support the National Curriculum statement pertaining to inclusion and plan carefully to identify and remove barriers as part of our vision to provide equal opportunity for all.

Staff and governors receive regular training updates regarding the requirements of the Disability Discrimination Act, in particular their key duties towards disabled pupils, which are applicable to every member of our staff. The school work in partnership with the LA in prioritising physical changes to the school building, in requesting financial support and in drawing up cost effective and manageable projects. The DfE's capital funding, as well as the annual school budget, will be used to support any changes identified.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Sustain the strong commitment to providing curriculum access through differentiated planning and appropriate support, in terms of staffing and resources
- Provide continual training for teachers regarding effective pedagogy
- Provide on-going training relating to specific conditions
- Identify opportunities for improving playground access
- Continually improve means of communicating and consulting effectively with all stakeholders (parents, staff, visitors etc.), who may themselves experience barrier
- Continue to improve physical access to the building at an increasing number of points through signage (ramps not required to enter building as building is at ground level).
- Maintain a rolling programme of redecoration to take account of needs, e.g. colour schemes for visually impaired; improved signage throughout the school specifically for children with visual impairments
- Continue to provide INSET and induction for members of staff and governors to ensure a clear understanding of the nature and variety of disabilities to be addressed under the DDA.
- Develop and extend liaison and outreach support from specialist provision and services

Information from pupil data and OFSTED 2019 shows the context of Francis Askew Primary School

- Francis Askew is a large primary school with 425 FTE on roll
- There are 39 nursery places
- The level of children with SEN is around national average at 15%
- There are currently 65 children on the SEN register, 8 of whom having an EHCP, representing 2% of the school population, which is around national average
- Pupils with 'SEND are supported well. Most make good progress as a result' (OFSTED 2019)
- In order to ensure entitlement for all, the school has an equal opportunities and inclusion policy, which was agreed with the governing body
- All staff are aware of the importance of inclusion and bear this in mind when planning and evaluating children's work and ordering resources
- The RE and PSHE curricula ensures that pupils learn to respect children with disabilities and appreciate the detrimental effects of bullying
- All children across the school are included in school productions and class assemblies

- Sports day gives every pupil the opportunity to participate in all events at a level that is respectfully appropriate to them

Views of those consulted during the development of the plan

The views of everyone involved in our school are very important to us. We have an active school council views of parents/carers are regularly sought and further opportunities are also obtained through: Circle Time, EHCP reviews, parent interviews, questionnaires, Governor's AGM, the School Council and face to face conversations. The views of staff are readily forthcoming and elicited regularly through staff meetings, individual interviews and questionnaires.

Staff and Governors contribute to the School Improvement Plan, SEN plans and therefore Accessibility plan - all views are valid and welcomed.

The school has set the following priorities in respect of consultation on the plan:

- To use the information from the sources above to inform the plan and adapt it over time

The main priorities in the school's plan

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

- At Francis Askew we believe that we are already effective in ensuring that all children with a disability can participate in the school curriculum
- As part of our commitment to this we have invested in the support of Teaching Assistants who are trained in supporting specific care needs and other requirements relating to individuals.
- As children with physical disabilities move throughout the school, we intend to address any issue of accessibility within the school building, and outside
- Where a change is required, the child's needs are always looked at first before any funding implications
- We will continue to work closely with outside agencies to draw on expertise where appropriate
- Access to all areas of the curriculum for all children is fundamental to the ethos, principles and philosophy of our school
- This plan will be reviewed on a yearly basis

The school has set the following overall priorities for increasing curriculum access:

- To continue to provide appropriate high quality support to individual children as required
- To provide training for teaching and non-teaching staff in areas identified as a priority which changes dependent on the needs of the children.
- Liaise with outside agencies such as IPASS.
- Review plans and policies through school's self evaluation process to ensure children are making appropriate progress and have appropriate access

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

The school has in mind the priority of continually monitoring the need for improvement to increase access and making adaptations as appropriate.

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

The school has prioritised the provision of information for disabled pupils:

- Availability of written material in alternative formats e.g. large print, different coloured paper
- Use of large print or other modifications, in consultation with the Visually Impaired Service
- Making home-school communications more accessible to parents who may have difficulties in literacy of English language understanding by the use of different formats and size of fonts, translations if needed, face to face explanations

Making it happen

Management, coordination and implementation

- The plan will relate to the School Improvement Plan, the SEN policy and development plan, asset management plans and health and Safety policies
- The local governing body, will monitor and review the progress and effectiveness of the plan annually
- The SENCo will liaise with the head teacher on issues relating to staff development and training
- The SENCo, head teacher and subject leaders will continue to analyse progress amongst the SEN population of the school
- The head teacher will communicate with the LA on larger issues and projects under the Schools Access Initiative and other premises matters.
- The MAT board and head teacher will allocate funding as part of each year's budget setting

Accessing the school's plan

The school makes its accessibility plan available in the following ways:

- Presented to staff and the Governing Body.
- Available on request from Head teacher
- School Website