

Middlestown Junior & Infant School Accessibility Plan 2014 – 2016

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As designed by the Equality Act, we understand a person with a disability to be identified as follows:

'A person who has a physical or mental impairment that has a 'substantial' and 'long term' effect on your ability to do normal daily activities'.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months'.

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day to day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day to day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objectives
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Our planning addresses the following areas:

- **Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- **School curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular and school visits
- **Support services** – access to services within and external to the school to support families where a disability is identified
- **Awareness** - building awareness of staff through training and development and heightening children's awareness of issues related to disability
- **Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability

PHYSICAL FACILITIES

Process for identifying barriers
<ul style="list-style-type: none">• Action planning following site inspections by relevant personnel (Site Manager, SBM, SEN)• Review of Individual Education Plans (EHP) and Individual Healthcare plans (IHP)
Summary of progress to date in last three years
<ul style="list-style-type: none">• Disabled parking bay allocated• Classrooms repainted – includes contrasting colours on doors to support sensory needs (2014)• Smaller cutlery purchased (2014)• Sloped writing boards purchased (2014)• Special writing equipment purchased (2014)
Objectives for improvements 2015-2016
<ul style="list-style-type: none">• Emergency Evacuation Plans to be written where required <p>Accessibility Audit being completed January 2015. This section will then be updated following completion of this.</p>
Monitoring of plans
<p>This plan will be monitored by the governing body, the Senior Management Team, the Senior Teacher (SEN) and other relevant staff.</p>

SCHOOL CURRICULUM

Process for identifying barriers
<ul style="list-style-type: none">• Monitoring of class teaching, learning support and impact on pupil progress• Data analysis by teachers and SMT at termly pupil progress meetings• Review of individual Education Healthcare Plans (EHP) and Individual Healthcare Plans (IHP) for pupils.• Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school.• Governor visits
Summary of progress to date in last three years
<ul style="list-style-type: none">• 18 iPad mini's purchased to increase number available so that each child in a class can use one (2014).• Teaching Assistant received training on how to support a child with medical needs (2015)• 2 Support staff and 2 teachers received training on Autism (2014)
Objectives for improvements 2015-2016
Accessibility Audit being completed January 2015. This section will then be updated following completion of this.
Monitoring of plans
This plan will be monitored by the governing body, the Senior Management Team, the Senior Teacher (SEN) and other relevant staff.

SUPPORT SERVICES	Process for identifying barriers
	<ul style="list-style-type: none"> • Review of EHP or IHPs • Advice from external agencies • Requests and identified needs of pupils and parents through discussion, observation, feedback
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Consultation sessions with outside agencies. • Visits to other schools specialising in supporting children with special educational needs
	Objectives for improvements 2015-2016
<ul style="list-style-type: none"> • All staff who have not received or in need of refresher training to receive Team Teach training. <p>Accessibility Audit being completed January 2015. This section will then be updated following completion of this.</p>	
Monitoring of plans	
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AWARENESS	Process for identifying barriers
	<ul style="list-style-type: none"> • Observation of learning and pupil comments • Feedback from pupils, parents, staff and visitors • Curriculum and provision review • Feedback from external agencies • Governor visits
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Local Offer published on school website • New medicines in school policy published on school website
	Objectives for improvements 2015-2016
	<p>Accessibility Audit being completed January 2015. This section will then be updated following completion of this.</p>
	Monitoring of plans
	<p>This plan will be monitored by the governing body, the Senior Management Team, the Senior Teacher (SEN) and other relevant staff.</p>

COMMUNICATION	Process for identifying barriers
	<ul style="list-style-type: none"> • Feedback from pupils and parents • Feedback from external agencies • Review of EHP's and IHP's
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Regular meeting with parents of children with SEN to share information as required • Regular meetings with outside agencies
	Objectives for improvements 2015-2016
	<p>Accessibility Audit being completed January 2015. This section will then be updated following completion of this.</p>
	Monitoring of plans
	<p>This plan will be monitored by the governing body, the Senior Management Team, the Senior Teacher (SEN) and other relevant staff.</p>