



# East Sheen Primary School

## ACCESSIBILITY PLAN

**3-year period covered by the plan: Autumn 2017 - 2020**

### INTRODUCTION

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The test of whether an 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 objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

A child's ability to memorize, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Some pupils have special educational needs and disabilities (SEND) and may be receiving support via school-based SEND provision or have an Educational Health Care Plan (EHCP). The school has the duty to make reasonable adjustments for children with EHC plans and SEND and many will receive all the support they need through the SEND framework and there will be nothing extra the school has to do.

## **Health and Safety**

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

## **Charging Arrangements for Making Reasonable Adjustments**

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

## THE PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN: VISION AND VALUES

East Sheen Primary School is committed to ensuring equal opportunities for any pupil or employee with a disability, to removing barriers to progress and to making reasonable adjustments to reduce disadvantage.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. As a school we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The School's policies on Bullying and PSHE promote equality and respect for all regardless of gender, race, colour, creed or impairment.

This Accessibility 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 under the Equality Act 2010. The three key duties are to:

- Increase the extent to which disabled children and young people can engage in the school **curriculum**.
- Improve the physical environment of the school to increase disabled pupils' **physical access** to education and extra-curricular activities.
- Improve the delivery of **information** to disabled children and young people, using formats which give better access to information.

The responsibility for the Accessibility Plan lies with the Governing Body and Headteacher.

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.

## INFORMATION FROM PUPIL DATA AND SCHOOL AUDIT

East Sheen Primary School currently has 556 children on roll in YR-Y6. Of these, 41 children are on our Special Needs Register including children with dyspraxia and dyslexia, Duchenne muscular dystrophy, Branchio-oto-renal syndrome, cerebral palsy (one in a wheelchair) and a number of children with an autistic spectrum disorder, including one child with PDA (pathological demand avoidance). In addition we have an enhanced provision for children with Social, Mental and Emotional Health difficulties.

We are also mindful of the adults in our school community.

## Implications for School Admissions

It is the Local Authority's policy to prioritise disabled children in admissions.

The LA identifies disabled children at the pre-school and transfer stages and uses this information to inform the allocation of their school places, in consultation with their parents.

Since September 2002 it has been against the law to discriminate in school admissions, education and associated services and exclusions. Parents have means of redress through admissions and exclusions appeals and Special Educational Needs and Disability tribunals which now sit in the Health, Education and Social Care (HESC) Chamber of the First-Tier Tribunal.

### **Other considerations:-**

- East Sheen Primary School has had adaptations to improve access for those with physical disabilities. Staff work flexibly to organise classrooms to enable access for all pupils.
- When arranging trips out, special attention is given to meet the needs of a child with disabilities. These needs will be highlighted on the risk assessment for the trip.
- If a pupil is absent from school for extended periods, then liaison with parents and relevant personnel from the health authority will take place in order to maintain access to the curriculum as near as possible to that being covered in school.
- All staff receive appropriate guidance and support to meet the School's duties to disabled pupils.
- The school will action any reasonable physical adjustments or provide auxiliary aids and services
- Consideration is given to ensure that sufficient and appropriate support is available to enable equal opportunities for all.

## MAIN PRIORITIES IN THE SCHOOL'S PLAN

### INCREASING ACCESS TO THE CURRICULUM

- Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful.
- Disability awareness is promoted in the curriculum, through assemblies and participation in special events (e.g. Borough Sports 1000 Competition).
- Staff working with pupils with disabilities receive specialist training e.g. Makaton training, PODD training, handling and feeding training.
- We design our curriculum to ensure equal access and opportunities for all children.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children, for example a named adult will provide 1:1 support if appropriate.
- Disabled pupils are able to access a range of activities and clubs beyond the school day; they participate in residential visits where possible.

#### Future Developments

- On-going provision of specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum.
- Continued use of prepared visual aids and prompts including visual timetables.
- Continue to consider OT assessment of classrooms and optimal seating positions.

### IMPROVING THE PHYSICAL ENVIRONMENT

- The school is fully accessible for wheelchairs and frames. Corridors and routes are kept clear of obstacles.
- All building works meet with legislation in respect of physical access for disabled learners and others.
- Lunchtime seating arrangements are considered for pupils with a disability.

## **IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS WHO REQUIRE SUPPORT ACCESSING WRITTEN INFORMATION**

In today's modern society the provision of information is now accessed and available in a variety of printed, spoken and electronic forms. We believe in effective communication to promote accessibility:

### **Differentiation**

All written information is differentiated to match pupils' learning needs.

### **Large Print**

We have the facility to enlarge school documents as necessary. The Visual Impairment Service can give advice and support about producing accessible versions of documentation.

### **Braille and Other Alternative Formats**

The school will work in partnership with the Local Authority SEND department and other agencies to provide access for children with specific impairments or disabilities to a range of human, paper and electronic sources of information. Appropriate support and training will be sought.

### **Future Developments**

- Continue to use specialist services including the Interpretation Service as appropriate, to meet the specific needs of disabled pupils/parents.

**ACTION ONE: Maximising the extent to which disabled pupils can participate in the curriculum**

Action	Achieved by	Outcomes	Time Frame
<b>Ensure the school curriculum is fully accessible to all pupils including those with a disability</b>	Audit school population on a regular basis (pupils/parents/staff) to identify those with disability and specific medical needs.	Disability and Medical Registers are up-to-Date.  Data gained for the updating of the Scheme and Action Plan.	Ongoing
	Identify and address training needs of staff to understand and meet the needs of disabled pupils.	Support staff and teachers receive appropriate training, including epi-pen training.	Ongoing
	Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum.	Disabled pupils have access to equipment appropriate to their needs.	Ongoing to meet identified need
	Use of visual timetables.	Visual timetables designed for use with identified pupils.	Ongoing
<b>Disabled pupils supported at play times if appropriate</b>	Assign a designated TA to any pupil needing 1:1 support at play times.	Disabled pupils feel safe and are supported with social interaction.	Ongoing
<b>Risk Assessments enable children with disabilities to have full access as far as possible</b>	External advice sought as necessary including from OT Service to audit classrooms.	Children with disabilities access school trips, special events, after-school clubs etc.	Ongoing
<b>Staff to be aware of Statutory Inclusion Statement and show that they are using it within their teaching and learning</b>	Revisit Statement annually.	Inclusion Statement permeates all aspects of the life and work of the school.	Ongoing
	Review curriculum and other policies (in line with review cycle) to ensure they clearly define their role in promoting equality for all members of the school community.	Inclusion Statement is reflected in all policy documentation.	Ongoing as documentation is reviewed

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

Action	Achieved by	Outcomes	Time Frame
Following completion of new building undertake an access audit.	Any actions identified are followed up.	The physical environment of the school is 'disability friendly'.	Spring 2018

**ACTION THREE: Ensure all written/visual information is appropriately differentiated to allow full access to learning**

Action	Achieved by	Outcomes	Time Frame
<p><b>School to be aware of services available for visually and hearing impaired children, and children with Down's Syndrome and other disabilities.</b></p>	<p>Access training to meet the needs of individual pupils when and where appropriate.</p>	<p>School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development.</p>	<p>Ongoing</p>
		<p>School staff well informed to meet the needs of all pupils.</p>	<p>Ongoing</p>
<p><b>As appropriate explore availability of technology to support children with SEND.</b></p>	<p>Specific needs of new pupils with a disability are identified and planned for.</p>	<p>Needs of individual children are met and enable increased access to education.</p>	<p>Ongoing</p>

## **ACCESS TO THE PLAN**

The governors will report on the School's Accessibility Plan to parents and carers in their annual Equality Statement which is posted on the school's website. This will be linked to other reporting requirements in respect of disabled pupils:

- The arrangements for the admission of SEND pupils
- The requirements for the governors of the school to report annually on the school's SEN Policy

**Elizabeth Page Headteacher**

**Rebekah Palmer SENDCo**

**Autumn 2017**

Signed:

Raz Khan  
Chair of Governors

**FUTURE REVIEW: Autumn 2020**