



ACCESSIBILITY PLAN

September 2016 - September 2019

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Date: June 2016

Review Date: Annually to June 2019

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 Rufford Primary 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.

Our aims, vision and values sets purpose and direction for our accessibility plan and provides a framework for evaluation. Our aims are as follows and consideration of all staff, pupil and visitor needs are encompassed within the values of these statements.

- To raise standards.
- To provide a quality Teaching and learning environment, effective leadership and efficient management – whilst maintaining a safe and secure environment where the whole school community feels equally valued and able to develop.
- To provide each child with the opportunity and the encouragement to acquire knowledge, skills and attitudes to equip them for the ever changing world.
- To provide each child with an entitlement to the National Curriculum, Early Learning Goals and Religious Education, taking into account any Special Educational Needs or English as an Additional Language.
- To encourage an understanding of personal and cultural differences and instil respect for disability, religious and moral values of all races, religions and ways of life.
- To provide learning environments within school which make learning exciting, arouse pupils' interest and stimulate curiosity, so that these environments help pupils develop lively, enquiring minds.

- To give each child a sense of “Ownership” in their own learning and to encourage pupils to achieve their full potential, aspiring to high personal standards of achievement, presentation and behaviour.
- To provide all children with a curriculum which is well planned, showing balance, progression, differentiation and an understanding of the needs of all our children.
- To actively encourage parental involvement and co-operation in pupils’ learning and other school activities, developing the concept of shared responsibility and mutual trust.

Our Mission statement:

Our community together, reaching for the stars.

By discussing the visions and values underpinning the school’s plans for disabled pupils we aim to help to involve all staff in the development of the plan; create a sense of ownership of the plan; is an opportunity to remind staff of the three key duties towards disabled pupils, in the DDA and underlines the responsibility of every member of staff to remove barriers to learning for disabled pupils.

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

- To raise standards, giving priority to English, Maths and Science, supported by the use of ICT.
- To continue to improve the provision for teaching English and Maths across the curriculum
- To develop the quality of Teaching and Learning through rigorous monitoring.
- To work with parents, governors and the wider school community to further involve them in the social and educational life of the school.
- To develop opportunities for a creative cross curricular approach in T & L throughout the school including Foundation Stage.
- To Improve pupils’ attendance.

Information from pupil data and school audit

Rufford Primary School serves the urban area of Lye and Wollescote on the outskirts of Stourbridge at the southern end of the Black Country. Rufford Primary School is a purpose built school for 3 – 11 year old pupils. The standard number of admission each year is 30 and this year is 30 for Reception.

Early Years Setting

This comprises two classrooms for Nursery and Reception, having a lovely setting and toilet/cloakroom facilities. An outside area aimed specifically at Foundation Stage pupils is linked to the block. Nursery pupils attend on a part time basis i.e. either morning or afternoon and are accepted on the waiting list at any time. They may attend Nursery the term after they are 3. Statutory schooling commences in the September prior to the pupils fifth birthday. There is one intake in each academic year.

September - For pupils whose fifth birthday falls between 1st September and 31st August of the year they commence compulsory education.

Main School

This area of the school houses seven classrooms, Pastoral room, ICT suite, Library, toilets, hall, offices and Conference room, Staff work room and Administration areas. The classrooms are large and well furnished; corridors are bright and cheerful. The hall is large and is used for a range of activities, including P.E., assemblies, dining and school functions.

Within the administration area you will find the Head teacher's office, Conference room and Administration Office and Staff room.

All areas of the school are well decorated and inviting for children and show Rufford as a bright, cheerful and comfortable environment.

A positive learning environment is fostered by teachers using modern educational resources and bright colourful displays of children's work, that reflect the varied cultural influences we celebrate at Rufford.

There are currently 231 pupils on roll including part-time pupils in the Nursery Unit. 39% of children are entitled to Free school Meals. The school's ethnicity has changed considerably over recent years with 56% of our children being mainly Muslim, Patwari/Urdu speakers. The bilingual HLTA in school also help with parental liaison and interpretation.

53 children are currently on the SEN register (23%), including 3 with statements and one with an EHCP. Currently we have no children using a wheelchair, but have had children with severe leg breaks utilising wheelchairs, crutches or frames and detailed risk assessments were carried out. Ramps and toilet access, movement around the classroom and school, emergency exit procedure and general needs for outside agency support i.e room for physiotherapy have been discussed and will be provided when necessary.

Staff are regularly updated on their duties under the Disability Discrimination Act through the sharing of this plan on an annual basis. The staff are informed that it is unlawful for schools to discriminate against disabled pupils.

The reasonable adjustments duty requires schools to think ahead, anticipate the barriers that disabled pupils may face and remove or minimise them before a disabled pupil is placed at a substantial disadvantage. Reasonable adjustments may need to be made in admissions, exclusions and 'education and associated services,' a term that covers every aspect of the life of the school. A Code of Practice, published by the Disability Rights Commission (DRC) provides guidance on the way that the duties operate. The Code provides examples illustrating how the duties apply in practical situations in schools. Ofsted expects to see evidence of practical adjustments being made in the classroom and in other areas of school life. The new folder with this information will be disseminated to all staff through our normal professional development approaches.

In general it is the governing body of the school that is the 'responsible body' for the DDA duties and needs to ensure that everyone in the school, staff or volunteer, is aware of the duties owed to disabled pupils. To avoid discrimination against any disabled pupil, all staff need to implement the duties in relation to their area of responsibility: in the classroom for a class teacher, on a school trip for a member of staff planning a school trip, at dinner times and break times for ancillary staff, in a particular area of curriculum for those with curriculum responsibilities, across the whole school for the head teacher.

If parents think that their child has been discriminated against, they have a right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal. If the Tribunal finds that a school has discriminated unlawfully against a disabled pupil it can order any remedy that it sees fit, except financial compensation.

Activity

a) Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts, etc.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Views of those consulted during the development of the plan

Ramps are required as building progresses. As SIP is developed annually, consideration must be given to developing resources for curriculum access and recorded within the action plan. Information access is shared within the prospectus, on the web site and through Publication policy.

Other legislation:

SEN legislation (most disabled pupils will also have SEN and the effectiveness of the school's provision to meet SEN will therefore have an impact on the progress of disabled pupils); other parts of the DDA (duties towards the general public, in Part 3, and to staff in Part 2).

Other policies and plans

Where these already reflect priorities for developing access for disabled pupils these can also be referred to.

- school improvement plan;
- professional development plan;
- SEN policy;
- asset management plan;
- health and safety policies.

Rufford will also make sure that the plan is coordinated with other services and agencies, for example:

- with the local authority's accessibility strategy;
- social services;

- health agencies, particularly in respect of meeting the health needs of disabled pupils in school.

Implementation: it is important that the plan:

- allocates lead responsibilities;
- sets out clear timescales;
- identifies the necessary resources, human and financial. To ensure that the school meets the requirement to resource the plan, it should identify the source of funding, for example: school development grant; Schools Access Initiative; devolved capital budget; delegated budget;
- makes clear what the anticipated outcomes are, with performance criteria where necessary;
- build in review mechanisms and dates.

A standard planning sheet provides for this sort of information.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Identification of a clear management structure to include Finance Committee to consider accessibility, Head to develop the strategic view for the school, Site manager to liaise with contractors and the Inclusion manager to work with external agencies to support pupils' individual needs and share with parents and staff.

(See also aims of the school at the beginning of this document)

Getting hold of the school's plan

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

- on the school website;
- making the plan available in different formats on request;

The school has set the following priorities for making its plan available:

- Putting in different formats including languages on request.

Target	Action	Success criteria
Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment.	Liaise with Hearing/ Visual Impaired Service as necessary.	All staff have a clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them. Hearing/visually impaired children successfully included in all aspects of school life.
Ensure appropriate training for staff who teach children who may need restraining.	Liaise with SEND team to arrange training.	All staff have a clear understanding of the needs of vulnerable children and how to ensure the curriculum is fully accessible to them, and how to manage them when restraint is needed. Vulnerable children successfully included in all aspects of school life.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements
Classrooms are optimally organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual classes.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.
Improving physical access	Any physical adjustments or adaptations necessary to accommodate individual pupils' needs are made as and when necessary.	School seeks guidance from LA and SEND team if pupils are admitted with additional needs. Pupils/adults with additional physical needs are able to access the site freely.