

# St John's C of E VC Infants' School

*3-year period covered by the plan:*

September 2013 - August 2016

## **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 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.

## Disability and Access plan

Learning and developing together.

The ethos of St John's is to create and maintain a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their full potential as human beings.

We are committed to equal opportunities. We intend to enable all children in this school to reach their full potential and to ensure equality of access to a broad and balanced curriculum. To enable us to do this we will closely monitor the progress of children from at risk groups and target set to support children.

Evidence to support our commitment to equal opportunities can be found through;

- The equal opportunities policy
- Observations and monitoring
- Individual pupil's 'Assessment Books' and 'Learning Journeys'.
- Feedback from members of the community.

## Values

Values are related to the National Curriculum Inclusion Statement

We value the pupils by

- Setting suitable learning challenges for example developing PE for those children with physical impairment, encouraging speech from those children who are language impaired, ensuring all classrooms are dyslexia friendly in order to support independent learning for all pupils.
- Responding to pupil's diverse learning needs. All staff has been trained in a variety of learning styles to support all children including visual, auditory and kinaesthetic.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils, for example discussing access for a child in a wheelchair, careful positioning of children with visual or hearing impairment, careful questioning and focus time for children with epilepsy, monitoring of blood sugar levels for children with diabetes, discussions to support children in joining extra curricular activities. Social skills group and Nurture group for children with Social, Emotional or Behaviour Difficulties.

## **Information**

The DDA defines a disabled person as "someone who has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities." Therefore we will endeavour to use this definition when assessing a pupil's disability and use it to inform our practice.

The school has a list of those pupils currently on roll with special needs including those with a disability which is updated termly, annually. See appendix 1. An ongoing audit process includes; Individual Education Plans (IEPs) which are reviewed termly, Consultation Meetings which are held twice a year and continued ongoing assessment by the class teachers. Children in receipt of High Needs funding have termly reviews and an Annual Review to discuss progress and set targets for the coming year. Information is also sent to county every January.

Regular and ongoing meetings with parents and/or external agencies are held to support the pupils in all areas of school life. This might include planning for an educational visit, administering of medication, sports days and festivals, participation in extra-curricular activities as well as everyday access to the curriculum.

The SENCO and Assessment Co-ordinator monitors and analyses data for those children with a disability on an individual basis.

The information gathered as stated above informs the way the plan is implemented.

The school holds a School Entry Plan (SEP) for any child with a disability before they start school. Action points are then drawn up to support the child starting school. Once in school the children's needs continue to be assessed and external agencies are contacted as necessary. Teachers visit playgroups and nurseries, prior to each academic year, to discuss the needs of the children joining the school.

## **Consultation/involvement**

Parents were consulted via a questionnaire. The parents were happy with the current provision in place; suggestions included improving notices to parents on classroom doors, equality of provision for those with behavioural difficulties, making sure that all children can receive equal praise, stickers and rewards.

The plan is sent to the local authority and adjustments would be made if advised. The school has established links with various outside agencies, who would be called on again if there was a need. Governors, parents and teachers were included on the working party.

### **Increased access to the curriculum for disabled pupils**

Teachers make reasonable adjustments to ensure increased access for pupils with a disability, for example, by planning ahead, identifying potential barriers and working collaboratively with disabled pupils, their parents and carers. Teachers plan to meet a range of needs including those mentioned in Values and others as they arise. Teachers plan carefully for all areas of the curriculum and liaise with Teaching Assistants to ensure access. All staff are made aware of pupils with a disability in order to provide increased access. A child in a wheel chair may need support during a physical education lesson, this may include suggestions of activities provided by external agencies to support warming up and cooling down, and a modified task involving sending and receiving, for example working in pairs, with a TA, developing teamwork skills or throwing on to a raised platform where the object can be collected easily.

All children are encouraged to participate in extra-curricular activities. The school completes a risk assessment for such activities or asks the agency running the activity to complete it. The school encourages the parents to contact the leader of the activity to discuss disabilities and reasonable adjustments that may need to be made.

### **Improvements to the physical environment**

The school has a number of ramps around the school in order to access the main school building. Once in the building all areas are accessible by wheelchair users. Playground areas are defined by markers to support those children with visual impairment. The School has improved entrance into the main School Playground. There is now an alternative main entrance with wheelchair accessibility.

If the need arose the school would consider the provision of a hearing loop.

### **Improvements in the provision of information**

Written information to pupils is provided in a child friendly font, and enlarged if necessary. Children who have a difficulty with written information may have a TA to read the information for them, signs gesture and symbols may also be used. Information can be provided on different coloured paper and symbols can be used. Visual prompt cards can be given to children where verbal information has been given. Children are given information in a variety of formats including written letters, posters and verbally. A number of the school staff are STC trained and key signs and labels around the school are provided with STC symbols. All staff wear STC name badges to help the children to remember their names and these are also displayed on classroom doors.

### **Coordination**

Staff are continuing to be trained in STC. Staff have also received training on dyslexia, epilepsy and diabetes, taking into consideration professional development needs. The school has strong links with specialist nurses as the need arises. The curriculum has been considered with regard to the SEN and disability duties, including making reasonable adjustments for children with a disability. Staff are trained in delivering Rainbow Road, an Occupational Therapy intervention, to support children with Fine and Gross Motor Skills as well as Visual and Auditory Memory.

### **Accessibility of the Strategy itself**

This plan is available from the school office on request. All parents are made aware of this plan through the school prospectus. A link to this plan is on the school website. This plan is available in different formats on request, e.g. large print, Braille, etc

### **Duration, Review and Revision**

This plan will be reviewed in June 2016. A working party will be set up to review the plan, questionnaires will be sent to key stake holders.

### **Evaluation**

The attached table shows the outcomes and the success criteria, and evidence that will be used in the evaluation.

### **Support from within and beyond the school**

Training has been made available for the Head teacher, SENCO and governors. Staff receive training from outside agencies when appropriate for children with specific needs or disabilities. Good practice is shared between pre-school settings and St John's, and St John's and St Benedict's Junior School. If a child transfers to another setting good practice is also shared. Staff share good practice through staff meetings and TA training.

We shall monitor the implementation of the plan and keep under review the access needs of the school

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	To achieve our re-accreditation for 'Dyslexia Friendly School Status'	INSET, staff meetings, classroom organisation	Re-accreditation of 'Dyslexia Friendly School Status' achieved	July 2014	'Dyslexia Friendly School Status' maintained
	To investigate where the school can get information in Braille.	Head teacher to pursue lines of enquiry.	Contact details are stored centrally and staff are made aware of the contact details.	July 2014	Contact details are stored centrally and staff are made aware of the contact details.
	New TAs will continue to have access to 'Somerset Total Communication (STC) training'.	Course flyers to be given to TAs.	TAs attend STC workshops.	July 2016	More TA's use STC in the classroom
Medium Term	To include a statement in the prospectus and relevant policies informing parents where they can find an alternative to written information.	When the prospectus and policies are updated a statement will be added.	Statement will be included in the prospectus and policies. Including online - on the School Website.	As policies are revised. Not later than January 2015	Disabled stake holders know how to find alternatives to written information.

	Teachers will continue to consider reasonable adjustments in their planning for children with a disability.	Teachers will continue to plan ahead, consider potential barriers and write their plans accordingly. Teachers will also continue to consult with outside agencies if appropriate.	Plans clearly state how reasonable adjustments have been made.	September 2014	All disabled children have increased access to the curriculum.
Long term	To provide for children with specific needs, a multi-sensory room.	The 'Calm Room' will be equipped with resources to provide a calm, multi-sensory area.	Children's sensory needs will be met.	September 2014	A Multi-Sensory Area for children to access will be developed.
	To ensure that all children can access the new 'Discovery Garden' in our Paddock Area.	Risk assessments will be completed and children with a specific need will be supported by an adult.	All children will safely access the new paddock area.	July 2014	Children confidently and independently use new facilities in the Paddock Area.