SCHOLES
Scholes (Elmet) Primary School

Accessibility plan, 2017-2020

Person responsible: Head of School; Head of Resources Management

The purpose of this plan is to show how Scholes (Elmet) Primary intends, over time, to increase the accessibility of our school for pupils with particular needs. Our school is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

This Accessibility Plan sets out the proposals of the Governing Body to increase access to education for pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- 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.

Definitions and Legalities
According to the Equality Act 2010, a person has a disability if he/she has a physical or mental impairment; and the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (DDA). The effect of the laws is the same as in the past, meaning that *'schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'*.

Documents and policies
The Accessibility Plan should be read in conjunction with various other school policies, strategies and documents, including Special Educational Needs Policy; Positive Relationships Policy; School Improvement/Development Plans; aims and ethos. The complaints procedure covers the Accessibility Plan.

Training
Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:
The Accessibility Plan is available on the schools' websites and paper copies are available from the front office.

Review and Evaluation:
The Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Below is our action plan showing how we will address the priorities identified in the plan. The plan is valid for three years and is reviewed annually.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to be completed by	Success criteria
Increase access to the curriculum for pupils with a disability	✓ Specialist equipment purchased so those with hearing impairment can access learning in the classroom ✓ Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities ✓ Additional times offered for individuals with conditions that would would benefit from swimming ✓ Professional development has enabled staff to better understand specific needs eg physical needs of some children with poor core strength; handwriting workshop to support those children with fine motor control difficulties. ✓ Movement play area has created an area where children can explore contact with the floor and the	Replace P-Scales with a system to to assess and set appropriate targets for those with SEND	*short term➔* Professional development for all staff around BSquared	Clare Weekes	September 2017	All staff report awareness, and can readily discuss during pupil progress
		Those with SEND have access to effective support and challenge	*short term➔* Professional development around key interventions to be used as a minimum provision entitlement for those with SEND	Karen Hague, Clare Weekes	September 2017	All staff report awareness, and can readily discuss during pupil progress meetings
			medium term➔ Install a dedicated room for additional support, challenge around learning and social/emotional skills	Karen Hague	July 2017	Regular and frequent use of room is made; improved learning outcomes in terms of progress for individuals
		Increased awareness and understanding amongst staff for pupils who have an autism spectrum disorder (ASD)	*short term➔* Professional development around ASD	Clare Weekes	November 2017	Key staff report awareness; can readily discuss aspects of ASD; and in pupil progress meetings can suggest appropriate provision
		Ensure outcomes for pupils with SEND match provision, with pupils making progress	*medium term➔* Carry out audit of interventions and provision	Karen Hague	Spring 2018	Lessons and interventions meet the needs of all pupils in the class; where they do not, improvements are in place
		Ensure outcomes for pupils with SEND match provision, with pupils making progress	*medium term➔* Carry out audit of resources	Karen Hague	Spring 2018	Resources used meet the needs of all pupils in the class; where they do not, improvements are in place

	use of the gym ball has promoted balance ✓ Use of iPad technology to allow recording or work where writing is difficult	Ensure in the medium and long term that needs of individuals are being met	*medium-long term➔* Monitor closely accessibility to meet specific needs of individuals	Paula O'Malley	July 2018, July 2019	Needs of individuals are met: sought feedback from parents/carers
		Dual language books available for pupils with English as an additional language (EAL)	*longer term➔* Purchase some dual language books (eg around six per pupil with EAL)	Karen Hague	September 2018	Books purchased and available in the library
Improve and maintain access to the physical environment	✓ Easy access toilet facilities are currently available for adults and children ✓ School is wheelchair friendly and all areas are on same level (doors are wide enough to allow a motorised wheelchair) ✓ Lifting hoist and care suite available	Ensure in the medium and long term that needs of individuals are being met	*medium-long term➔* Monitor closely accessibility to meet specific needs of individuals	Paula O'Malley	July 2018, July 2019	Needs of individuals are met: sought feedback from parents/carers
		On-site swimming facilities are accessible for wider range of pupils	*longer term➔* Assess possibility of funding for hoisting equipment to be fitted in the swimming pool	Paula O'Malley, Nicole Grainge	November 2018	Equipment fitted, or documentation to show consideration has taken place
		Ensure pupil / parent can access school easily	*longer term➔* Create dedicated disabled parking space	Paula O'Malley, Nicole Grainge	June 2020 (following any discussions around increased car parking overall)	Parking bay fitted
Improve the delivery of written information to pupils	✓ Updated website follows web accessibility guidelines ✓ Interactive whiteboards always feature coloured backgrounds to be dyslexia-friendly ✓ Coloured overlays used by some children ✓ Handwriting scheme used in school is dyslexia-friendly	Ensure key documents can be translated on request	*medium term➔* Become more aware of the LA services available for translating written information	Clare Weekes	July 2018	Feedback from parents with EAL