

## **MICKLEY VILLAGE PRIMARY AND NURSERY SCHOOL *Accessibility Plan***

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

Definition of disability as defined in the Disability Discrimination Act 1995 (DDA):

*“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”*

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.

**The purpose and direction of the school's plan : Vision and Values**

## *Our Vision Statement*

"Working together to nurture our children to be caring, independent and successful learners"

Mickley Village Primary and Nursery School is a fully inclusive school. There is equality of opportunity for all pupils to follow a full broad and balanced curriculum and to take part in extra-curricular activities and the full life of the school. We aim to meet the needs of all pupils at the school effectively so that they benefit as fully as possible from the education they receive and attain their potential.

We recognise the individual needs of all students and endeavour to maximise the potential of all students – every teacher shares these responsibilities. As many barriers to learning as possible for all pupils are tackled. Where pupils have additional needs staff have undertaken specialist training e.g. Dyslexia, Dyspraxia, Aspergers, ADHD, Hearing and Visual impairment.

Specialist learning resources are bought and when necessary structural changes can be undertaken to help provide the correct environment for all pupils to thrive and progress. The school has had upgrades to the building to make it very accessible to all and to keep up to date with requirements of the DDA.

The school with its supportive, integrated environment and in partnership with parents and governors, aims to maximise the self-esteem of all its pupils. This, in turn, helps pupils to realise their potential.

We have a Behaviour Policy which has been formulated through consultation with pupils and staff and a system of rewards based on Super heroes for individual successes. The Behaviour Policy is well understood and boundaries are clear. Ofsted judged Behaviour and Safety as Outstanding at the last inspection in July 2017.

## Information from pupil data and school audit

The school has 45 pupils on roll. There are 5 year groups based on an admission number of 20 at Reception. The Nursery numbers fluctuate, depending on the number of Reception children admitted each year. Pupils come from a range of housing types and socio-economic backgrounds with a large number from a nearby housing estate with high unemployment.

There are 13 children in total with SEN. The school is predominantly white with two pupils whose first language is other than English.

22 pupils are eligible for free school meals.

Children are taught in two classes and follow the 2014 National Curriculum. Work is differentiated according to the needs of the individual. Staff are supported in this by the SENCO. Specialist training, if required, may be undertaken with support from external agencies.

SEN – Type of need	
Moderate learning difficulty	3
Social, emotional and mental health	2
Speech , Language and Communication	4
Hearing impairment	2
Autistic spectrum disorder	
Medical	1
Physical	1

There have been no exclusions of any type since May 2016

### Medication

Where medication is required by pupils, this is kept in the school office and administered by a trained member of staff following Derbyshire LA guidelines. Our named First Aider has completed the 3 day First Aid at Work course. A number of staff are trained first aiders and they attend a refresher every three years.

### Bullying

We aim to provide a safe and secure environment for all pupils in the school. We treat bullying as a serious matter. Children are educated on what bullying is and use the acronym STOP – several times on purpose, to help them decide if bullying is taking place. Pupils are encouraged to speak out if they are aware of bullying and incidents are dealt with swiftly.

### Looked After Children

These pupils are supported by the SENCO and Social Care and Health teams. The LA is kept informed of their progress. The school follows LA policy on the Education of Looked After Children and Young People.

### Child Protection and Safeguarding

Child protection arrangements are in place and regularly reviewed by Governors. The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead are trained in the LA procedures. School procedures are reviewed and updated regularly based on the document Keeping Children Safe In Education.

### Pastoral Care

The children's pastoral care is paramount at Mickley. Being a small community the children are known individually by the Headteacher and their teachers.

### Health and Safety

The school has regular health and safety checks by staff and governor representatives. All staff are aware of the need to report issues of health and safety immediately to the office. Pupils as well as staff are regularly involved in risk assessments, particularly when on educational visits.

## **Teaching and Learning**

As part of CPD planning for staff, lessons are monitored by the SLT to ensure all pupils have full access to the curriculum. The support service for Hearing Impaired Children liaise with teachers and TA's to provide advice on how best to provide for our pupils.

## **Views of Parents**

We have supportive parents as evidenced by the good attendance rate at parents' evenings (average of 95%).

## **Increasing the extent to which pupils can participate in the school curriculum – our priorities!**

The School Improvement Plan sets out the priorities for improving the school curriculum, for improving the quality of teaching and learning and for tracking the achievement of particular cohorts.

The school ensures that pupils with disabilities participate fully in all aspects of school life. Disabled pupils attend all trips and residential experiences and reasonable adjustments are made to any clubs or after school activities as appropriate. Risk assessments are carried out and additional resources are provided if needed.

Pupil tracking helps us to evaluate the progress made by pupils with SEN or disabilities and other vulnerable groups.

The following areas will be targeted in the Accessibility Plan for short term and medium term improvements.

- Continue to evaluate the school environment for its suitability for disabled users
- Ensure staff have the knowledge and skills to support inclusion in curricular and non-curricular activities.
- Improve availability and access to written information provided by the school or LA.

## Improving access to the physical environment

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Short term</b>	School is aware of the access needs of disabled children.	a) Create access plans for individual disabled children as part of IEP process	Before admission	SENCO / Headteacher	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
	Ensure that all areas of building and grounds are accessible for all children and adults	SEN staff to audit accessibility of buildings and grounds. Governors to check accessibility and produce an action plan based on findings	Ongoing due to new build	Governors	Accessibility audit completed with local authority
	Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children with additional physical needs  b) Develop a system to ensure all staff are aware of their responsibilities	On admission as required  Where appropriate	SENCO  Headteacher/Governing body	All disabled children and staff working with them are safe and confident in event of fire.

## Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
<b>Short Term</b>	Increase confidence of staff in differentiating the curriculum	Undertake audit of staff training needs on curriculum access.	Annually	SENCO / Headteacher	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff	As required	SENCO	All staff aware of individual pupils' access needs.
	Access arrangements to meet individual needs when taking tests will be applied for and support provided when required	SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements	Annually	SENCO or Y2 teacher	All pupils will have their needs met and any barriers to achieving their full potential will be removed
<b>Medium Term</b>	Ensure all school trips are accessible to all	Offer guidance and support for staff on making trips accessible where applicable	Ongoing	Headteacher	All children in school able to access all school trips and take part in range of activities.
	Review annually all curriculum areas to include disability issues	Include specific reference to disability equality in all curriculum reviews b) Develop PSHE and Citizenship curriculum to address disability equality issues	ongoing	Headteacher/Subject leaders  Headteacher	Gradual introduction of disability issues into all curriculum areas.
	Ensure disabled children participate equally in after school and lunch time activities	Liaise with parents to encourage participation in clubs at lunch and after school by disabled children	Ongoing	Headteacher	Disabled children confident and able to participate equally in out of school activities.

	Ensure that all new build facilities are disability friendly	Liaise with DCC and contractors regarding accessibility	September 2019 start	Headteacher/ DCC	The new building will be disability friendly and accessibly for all

### Improving access to information

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>
<b>Short Term</b>	Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English c) Produce newsletter in alternative formats as necessary	Annually  Ongoing  As required	Headteacher	All parents getting information in format that they can access
	Ensure all staff are aware of guidance on accessible formats	a) Ensure staff have DDA guidance from DCC b) Provide guidance to staff on accessible information	As required	SENCO /Headteacher  "	Staff start to produce routine information to children in more accessible ways.

This Accessibility plan is added to our School Improvement Plan and monitored through staff meeting and liaison with other local groups and stakeholders.



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**Consultation on the plan**

The Governors are aware of and have had input into the school's Accessibility Plan.

Issue draft plan for all staff to comment and make suggestions and improvements.

Bring to meeting of School Council for their comments and suggestions.

**Availability of Plan**

Ensure plan is available on request in a variety of formats (ie. large print, electronic and different languages)

**Implementation of the Plan**

Implement the plan by allocating adequate resources from the budget. The plan will be revised on a regular basis, taking into account the needs of those pupils attending the school.

Evidence used to aid the plan will come from:

- SEN type of need for pupils on roll
- Effectiveness of the support for pupils
- SEN attendance percentages
- Statement reviews
- External agency reports and input
- Government and LA policies and initiatives
- Feedback from parents' evening and questionnaires

The Governors and staff are fully aware of and kept updated on SEN legislation, DDA and safeguarding requirements within the school which link with and take account of this plan including Health and Safety, Asset Management, SEN and Inclusion policies.

**Evaluation of the Plan**

Is there greater satisfaction of disabled pupils and their parents with the provision made for them?

Evidence of greater involvement of disabled pupils in the full life of the school.

Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs.

Progressive improvement to the physical environment of the school.

Information for pupils available in a range of formats.