

# **Underhill School and Children's Centre**



## **Accessibility Plan**

Date Adopted: 16 October 2019

Review Date: October 2020

Cycle: Annual

## **Statement of intent**

This plan outlines the proposals of the governing body of Underhill School and Children's Centre to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Headteacher and other relevant members of staff
- Governors
- External partners

## Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time frame, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Issue	What	Who	When	Outcome criteria	Review
To ensure staff members know whether the curriculum is accessible	Audit of curriculum	HST/ teachers/Inclusion Manager /SENDCO	Summer 2019 and ongoing throughout the academic year	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2019 and ongoing throughout the academic year
To ascertain whether all staff have the skills to support pupils with SEND	INSET provided to staff members	HST/ External advisors/ Inclusion Manager/ SENDCO	Summer 2019 and ongoing throughout the academic year	Staff members have the skills to support children with SEND	Autumn 2019 and ongoing throughout the academic year
To ensure all school trips take into account children with SEND	Needs of children with SEND incorporated into planning process	Teachers/ Inclusion Manager/ SENDCO	Summer 2019 and ongoing throughout the academic year	Planning of school trips takes into account children with disabilities SEND pupils confidently access school trips	Autumn 2019 and ongoing throughout the academic year
Ensure all pupils with SEND can access lessons	Provide tablets and other adjustments to pupils with SEND	HST/YGLs Inclusion Manager /SENDCO	Summer 2019 and ongoing throughout the academic year	Pupils with SEND can access lessons	Termly and ongoing throughout the academic year

Liaise with Nursery/Nursery providers to review potential intake for next academic year.	To identify pupils who may need additional or different from provision for the next academic year.	HST/EYFS lead/SENDCO	Yearly Intake	Procedures/equipment / ideas set in place by the next academic year	At the start and end of each academic year - Yearly
To promote the involvement of disabled students in classroom discussions/activities	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>	Whole school approach	Ongoing	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.	Ongoing
To evaluate and review the above short and long term targets annually	See above	<p>HST/YGLs/SENDCO</p> <p>Governor responsible for SENDCO portfolio</p>	Annually	All children making good progress	Annually

		Governing Body			
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## Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time frame, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Issue	What	Who	When	Outcome	Review
Improve physical environment of school environment	The school will take account the needs of pupils, staff 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, and colour schemes, and more accessible facilities and fittings where possible.	HST/SENDCO	Ongoing	Enabling needs to be met	Annually
Ensuring all with a disability are able to be involved	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of IEP process</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</li> <li>• Include questions in the confidential pupil</li> </ul>	Teaching and non-teaching staff	With immediate effect, to be constantly reviewed	Enabling needs to be met where possible. Ensure they are met in all events.	Annually

	information questionnaire about parents/carers' access needs				
Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>• Utilise disabled parking spaces for disabled to drop off &amp; collect children</li> <li>• offer a telephone call to explain letters home for some parents who need this</li> <li>• adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>	Whole school team	With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education	Ongoing

## Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time frame, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Issue	What	Who	When	Outcome criteria	Review
To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> <li>• Records passed up to each class teacher.</li> <li>• End of year class teacher meetings</li> <li>• Annual reviews</li> <li>• Support Plan meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Personal health plans</li> <li>• Significant health problems –children's photos displayed on staffroom notice board / info kept in separate file in staffroom</li> </ul>	Class teachers/ Inclusion team	Annually	Each teacher/staff member aware of disabilities of children in their classes	Annually
To ensure all school information is accessible	Audit of information delivery procedures	ICT technicians	Ongoing	School is aware of accessibility gaps to its information delivery procedures	Ongoing
To ensure school makes written information accessible	School seeks advice from external advisors	SENCO/Inclusion Manager/Office Manager	Ongoing	School is aware of local services for converting written information into alternative formats	Ongoing

				School makes use of these services where appropriate	
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