



Norris Bank Primary School

Accessibility Plan E140

Date of Update	Reason for Update	Next Update
March 2017	Scheduled update	March 2019

“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done.

The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place”

Bert Massie
Chairman
Disability Rights Commission

Introduction

A published Accessibility Plan has been a requirement for schools since the Equality Act of 2003 (amended in 2010). The SEND Code of practice 2014 reminds schools that they must publish information about how, over time, the school will become more accessible for pupils with disabilities.

The key duties towards pupils with disabilities set out in the Equality Act 2010 (“EqA”) are:

- ❑ Not to treat them less favourably than those without disabilities for a reason related to their disability;
- ❑ to make reasonable adjustments for them, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for them.

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 EqA:

- ❑ 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 the delivery to pupils with disabilities of information which is provided in writing for pupils who are not disabled.

It is a statutory requirement that schools demonstrate how they have involved stakeholders with disabilities in drawing up the Accessibility Plan and the governors need to report annually on the impact of their scheme.

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

Norris Bank Primary School has high ambitions for all of its pupils and expects them to participate and achieve in every aspect of school life.

Our School Vision: Learning and Growing Together

The school aims to

- Provide lessons that engage children’s minds and bodies
- Create a culture of respect, trust and partnership
- Run a happy and contented school for all
- Work together
- Encourage children to be confident to try new things and take risks
- Develop an environment that creates a sense of belonging and pride in all that work in it.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement.

The school aims to:

- set suitable learning challenges;

- respond to pupils' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability.

Our Governing Body wishes to promote a positive attitude across the school towards pupils with a disability.

Definition of disability

The EqA imposes obligations in respect of all pupils who have a disability within the meaning of the EqA. Under the planning duties, schools and local authorities have a general duty to improve the accessibility of schools for pupils with disabilities.

The EqA 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'** (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the EqA **'substantial'** means **'more than minor or trivial'**. **'Long-term'** means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activities

To determine whether the impairment affects normal day-to-day activity, it is necessary to consider whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Disability and special educational needs ("SEND")

Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have an Education Health Care Plan or who are at *School Support* will count as disabled within the meaning of the EqA. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the EqA. Similarly, not all children with SEN will be defined as having a disability under the EqA. In particular, some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and EqA disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia Emotional Behavioural Difficulties (EBD - social factors) Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor Impairment (long term) More severe Learning difficulties Hearing impairment / Deaf Visual Impairment/Blind Incontinence Significant Dyslexia Epilepsy Non-verbal ADHD Autism EBD (factors other than social e.g. medical conditions/mental health)	Asthma (severe) Diabetes Cancer (including recovery) Mental health Issues Disfigurement Eating disorder Lack of limbs Sickle cell Anaemia Very Short Stature

Information from pupil data and school audit

There is a Register of children with SEN collated twice a year, in October and March.

Pupils with disabilities currently in school have the following needs:

- Severe Learning Difficulties (SLD)
- Moderate Learning Difficulties (MLD)
- Autistic Spectrum Disorders
- Emotional, Behavioural (and Social) Difficulties (EB(S)D)
- Specific Learning Difficulties (SpLD – including Dyslexia and Dyspraxia)
- Speech Language and Communication Needs (SLCN)
- Visual Impairment (VI)
- Epilepsy
- Cerebral palsy
- Genetic disorder
- Attachment disorder
- Low muscle control
- Down’s Syndrome

Working with pupils with disabilities at Norris Bank

Norris Bank takes the following steps in order to meet its obligations to children with disabilities:

- All children are tracked including those who fall within the definition of ‘disabled’ under the EqA.
- Tracking plots progress and shows the need for Intervention Programmes and additional adult support to enable access to the curriculum, to make progress and to experience achievement.
- Updated Provision Maps are linked to tracking performance and data.
- Internal School Assessments and tracking allows subject leaders in core areas to look at specific cohorts across the school.
- Local and national trends in school population data assist the school to note links in future School Improvement Development Planning.
- Advanced information about children with disabilities who come to us are looked at in depth by the SENCO. Where necessary, advice and information to provide the very best support is sought from outside agencies.

- Ensuring access to the curriculum has involved seeking specific resources for pupils with disabilities, e.g. alternative assessment and tracking systems, enlarged print, ICT equipment to promote writing, staff training for child with epilepsy, etc.
- Patterns of attendance are monitored and the Stockport Family 'Team around the school' works closely with the school if there are any issues to be addressed.
- Participation of those of our children with disabilities in their own time is promoted and encouraged.
- All children have access - as far as their disability allows - to all curriculum areas through providing extra adult support, intervention programmes and differentiated tasks – evident through planning in the core and foundations subject areas.

School staff have experience of working with a wide range of disabled pupils. Training is provided through external professionals, a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

The school subscribes to the LA training for support staff and all LSAs. Specific training is undertaken as appropriate. There is regular liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- The Learning Support Service
- the Educational Service for the Sensory Impaired
- Speech and Language Therapy Service;
- Occupational Therapy Service
- Children's Physiotherapy Service
- HYMS
- Behaviour Support
- Psychology Service
- Primary Inclusion Team
- School Nurse
- Priestnall Outreach services

Robust systems are in place to ensure the smooth transition of pupils from Nursery to school and School to Secondary School. Liaison and the sharing of information regarding pupils with a disability or with SEN with an Education Health Care Plan or on School Support will begin with a transition meeting. The SENCO from Nursery or a Secondary School and the school's SENCO liaise with parents to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil. Additional transition meetings or visits to ensure smooth transition for any child with additional needs is planned and arranged to suit the individual.

All pupils with a disability or with SEN follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life. Schemes of Work have been reviewed to ensure the curriculum for all is accessible. We have looked at breadth and balance, effective differentiation, as well as motivational activities.

Provision maps are in place to show the range of resources and support mechanisms in place for pupils with a disability or with SEN across the school. The physical layout of the school has recently improved, allowing access to all areas. A fully equipped hygiene room has been installed as well as an additional space outside known as the 'POD' where interventions can run. The ongoing remit of the SENCO is to ensure that present and future pupils have all their needs met, as well as ensuring that the school is accessible to parents, governors and visitors.

Views of those consulted during the development of the plan

For pupils with an Education Health Care Plan or those on School Support of the SEN Register, the views and aspirations of parents are formally gathered annually through the Annual Review process. This seeks to establish what is going well and also any concerns or barriers to progress from the pupil's point of view. The parents have the opportunity to express their views either in writing or simply verbally at the review meeting. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.

During the Autumn term a consultation process of gathering the views of the children and parents/carers of any disabled pupil was carried out in order to establish more fully their views and opinions. From the information we received from this audit we will further enhance our provision for disabled pupils. (See Appendices 2 and 3)

Management, coordination and implementation

The governing body has responsibility for overseeing the school accessibility plan. The progress towards meeting the targets set in the plan will be reported annually through the Governor's report to parents. This plan, together with the school's SEN Policy, will be reviewed and revised annually by the Learning Support Department in consultation with disabled stakeholders and representatives of the Senior Management Team and the Governing Body.

Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the EqA and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class and subject teachers, dinner staff, the SENCO, the premises manager, curriculum coordinators and heads of department, administrative staff and governors themselves.

This Access Plan is underpinned by the following features of the school:

- There is effective planning and liaison between appropriate school and support services working with individual students within school.
- The Special Needs Coordinator (SENCO) has sufficient liaison time for agencies, support staff and families.
- As a school we have high expectations of all students. We aim to establish a positive ethos within the school and within teams of staff within the school. We have adopted a 'problem-solving' attitude in order to overcome barriers to learning for individuals.
- We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all children.
- We have a robust system in place for transition, transfers and re-integration of children. This includes gathering and sharing accurate information on the children's strengths, weaknesses and progress trends, together with strategies employed and evaluation of outcomes.

Audit of existing achievement/provision

Curriculum

We believe that we have made good progress in the following areas:

- The use of ICT software to enhance and develop all aspects of children's learning.

- Liaison with external services and agencies regarding individual children.
- Using specialist teachers and workers to support learning and give pastoral and inclusion support.
- Ensuring that detailed pupil information is given to staff.
- Organising TA/LSA development to cover a mix of curriculum needs.
- Ensuring that access arrangements are made for SATs (extra time/reader/amanuensis, etc).
- Setting clear learning objectives in each lesson and making sure that these are clear to the children.
- Undertaking monitoring and target setting across the curriculum for all children.
- Ensuring that children are involved in target setting and IEPs.
- Setting challenging but attainable and realistic targets.
- Encouraging and supporting the development of clear, well presented visual aids and word walls in many classrooms to support the learning of all.
- Encouraging the use of guided writing, writing frames and 'scaffolding' to give structured support with writing.
- Ensuring that school visits and trips are accessible for all children.
- Using a range of teaching methods and styles to facilitate access for all children e.g. appropriate use of language, speaking frames, questioning techniques, think-pair-share work, group work, 'mind-friendly' learning techniques to suit all learning styles (visual/auditory/kinaesthetic), etc.
- Self and peer assessment, self and peer marking, peer mentoring and 'buddy' systems.
- Development of 'Emotional Health and Well Being' through the National Healthy School Scheme, Restorative approaches and the use of 'Circles' and the use of the 'SEAL' materials.
- Raising awareness of disability through Disability Awareness Training and visitors with disabilities.
- The acceptance of all ability groups as part of the school community.

Physical access

- Full wheelchair access.
- Wheelchair access to Dining Room/Hall
- Disabled parking spaces limited.
- Disabled toilets facilities available on the ground floor.
- Adequate space to meet with parents and carers available.
- Space for small group work and individual work for targeted learners.
- Development of a physical environment that is safe and welcoming. Each individual may see themselves reflected in displays around the school.
- Carpeting to facilitate favourable acoustics in all classrooms and corridors.
- LSAs provide support for vulnerable children at lunch times.

Information access

- Home-school liaison books for children and families.
- Regular home contact.
- Regular meetings with parents/carers
- Via the SENCO and SEN teacher.
- School website.
- Termly Parent review meetings.
- Yearly Pupil Report.

Obtaining the school's plan

The Disability Equality Scheme and the Accessibility Plan for Norris Bank Primary School is available on request from the school. We have tried to ensure that the plan is readable and free of jargon. We would welcome your feedback if you feel that anything is unclear or if you have any queries.

Updated and Reviewed Mar 17

Appendix 1

Norris Bank Primary School

Overview of whole school Provision and Accessibility, which is indicative of the school's activities

Resource	Time	Accessed By
Whole-school target setting across the curriculum	3 x per year	All students
IEPs drawn up and issued as appropriate	Admin / monitoring time	EHCP AND School Support children
Information on students with a EHCP and on School Support to staff	SENCo Time	
Individual teaching with LSS School Support	LSS buy back 0.1 FTE	Targeted students
Differentiated materials and resources		All pupils
In-class support for EHCP students	LSAs (delegated funding 248.30 hrs per week)	Targeted students
General in-class TA support	NBPS funding (hrs per week)	Benefits all classes
Anger management, self-esteem, social skills etc	Behaviour support teacher From BSS	Targeted students (approx 6 per half term)
Developing Speech and Language Skills and Social Skills	Priestnall outreach support 1 teacher – 1 hour per week	Targeted students
Use of signs / symbols / Visual Timetables etc	Time	Targeted students
Referral to Outside Agencies	Admin Time / Agency time	Targeted students
Access to Speech and Language Advice / Programme		Targeted students
Access to Physiotherapy Advice / Programme		Targeted students
Access to Occupational Therapy Advice / Programme		Targeted students
Access to Advice / Programmes from Educational Service for the Sensory Impaired		Targeted students
Whole-school rewards and sanctions policy		All students
Hygiene room		Targeted pupil and adult
POD	0.9 of weekly timetable	Targeted pupils

Appendix 2

Parent / Carer Questionnaire

In 2014 the SEND Code of Practice was updated. It requires schools to have both an Accessibility Plan to improve access to education for its disabled pupils. If such a plan is to be effective it is crucial to consult with both the parents of pupils who have a disability and, where appropriate, the pupils themselves.

With this in mind we would ask you to spend a little time to read the following definition and then respond to the questions.

The Code of Practice 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.'

In order to understand this definition more clearly the following explanation of the terms may be helpful:

- **'physical impairment'** includes sensory impairments;
- **'mental impairment'** includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- **'substantial'** means more than minor or trivial; and
- **'long-term'** is defined as twelve months or more.

When considering this definition of disability within the Code of Practice, do you consider your child to be disabled?

Has the definition caused you to change your understanding of disability?

The following questions ask for your opinion about your son or daughter's experiences at school.

Do you feel the school has recognised your child's disability/learning difficulty?

Do you feel the school has responded sensitively to your son or daughter's

needs?

If you would like to comment further please write in the space below.

Do you feel that the nature of your son or daughter's disability/learning difficulty has caused him or her to be excluded from any aspect of school life?

If you would like to comment further please write in the space below.

Is there any way in which the school could improve its response to your son or daughter's needs?

If you would like to comment further please write in the space below.

Are lines of communication between home and school sufficient for your needs and the needs of your son or daughter?

If you would like to comment further please write in the space below.

Name of pupil (optional) _____

Thank you for taking time to complete this questionnaire. We do appreciate your input.

Appendix 3

Norris Bank Primary School Access Plan 2017-2019

Short Term	Availability of written material in alternative formats	School to make itself aware of the services available through the LEA for converting written information into the alternative formats.	If needed, the school can provide written information in alternative formats.	Disabled children and adults are able to access all information.
Medium Term	Teachers are aware of and use appropriate differentiation for disabled children's needs in order that all children have access to the curriculum.	Audit of teachers' professional development needs to be followed by appropriate training.	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Disabled children are able to access the National Curriculum appropriately.
Long Term	School accessible to disabled children and adults. Access to the National Curriculum is provided for all as required.	School to audit current disabled provision and make improvements as required. School to take into consideration factors, such as colour, position and appropriateness when purchasing any new equipment, signs	School more accessible. Curriculum more accessible.	School accessible to all. Curriculum accessible to children as appropriate.