



Pauntley C of E Primary School Accessibility Plan

Safeguarding- Child Protection

Pauntley Church of England Primary School takes its duty for safeguarding our pupils very seriously. We comply with all government and local authority policies in this respect. We have a designated Governor (Mrs Cathy Goodway) with responsibility for child protection. The Deputy Headteacher (Mrs Branwen Tyler) is the Designated Safeguarding Lead (DSL) and all staff and visitors report any concerns to her.

Please refer to our Child Protection Policy for further details.

Legislative Compliance

The Disability Discrimination Act

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that faces many people with disabilities. This Act has been significantly extended, including by the Disability Discrimination (NI) Order 2006 (DDO). It now gives people with disabilities rights in the areas of:

- employment
- education
- access to goods, facilities and services, including larger private clubs and transport services
- buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability-related adaptations
- functions of public bodies, for example issuing of licences

The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that people with disabilities can use public transport easily.

Definition of Disability:

Disability is defined by 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.'

The purpose and direction of the school's plan: vision and values

At Pauntley C of E Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Pauntley Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCO (Mrs Branwen Tyler) has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Action plan is below:

Access to the school environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors and parents, carers	a) to create access plans for individual disabled children as part of the MyPlan process.	As required	SENDCO / classteacher	MyPlans/MyPlan+ are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Parents have full access to all areas of school. Volunteers are aware of needs of SEN children at all times
Ensure the school staff & governors are aware of access issues	b) to ensure staff and governors can access areas of school used for meetings	Ongoing process	Headteacher	
	c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	September each year	Headteacher/ Governors	
	d) Staff to share SENCO information with volunteers and support staff to ensure continuity of care for the children	Ongoing	SENCO	
Maintain safe access for visually impaired people	Check exterior lighting is working on a regular basis.	Ongoing checks	Site Supervisor / Health & Safety Committee	Visually impaired people feel safe in school grounds.
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENDCO MyPlans. c) If a person uses a wheelchair they must be able to leave the building safely.	As required	Headteacher to remind staff	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily from any classroom
Provide hearing loops in classrooms	Take advice from ATS on appropriate	As required	Headteacher	All children have

to support pupils with a hearing impairment	equipment if this becomes necessary			access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Share information with all agencies involved with each child	Ongoing	SENCO/ Headteacher	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	OVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Ongoing	SENCO & PE subject lead	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Ongoing	SENCO/ Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available - especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages, if EAL pupils in school	Plans for a welcome sign in reception - need to decide which languages to use.	As required	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in	Ask parents about preferred formats	Annually	SENCO / Headteacher	Staff more aware of preferred methods of

all parent/teacher annual meetings	for accessing information eg braille, other languages		SENCO/Headteacher	communication, and parents feel included. School website will become accessible to all.
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Date of policy- March 2012

Policy reviewed- September 2014

Date of next review- September 2017