



Horton, St. Michael's CE (VC) First School

Rudyard • Leek • ST13 8RU

Tel: 01538 306278

Website: www.st-michaels-horton.staffs.sch.uk

Email: office@st-michaels-horton.staffs.sch.uk

Headteacher: Mrs Lesley Montgomery

Disability Scheme and Accessibility Plan 2017 – 2020

This plan takes account of Horton St Michael's public sector equality duty set out in section 149 of the Equality Act 2010. These are the same duties previously detailed by the Disability Discrimination Act (DDA), which have been replicated in the Equality Act 2010.

Horton St Michael's First School is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The purpose of this plan shows how Horton St Michael's First School intends, over time, to increase the accessibility of our school for disabled pupils, staff, Parents/carers and visitors.

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.'

Key Objective

To reduce and eliminate barriers to access to the curriculum and allow full participation in the school community for pupils and prospective pupils with a disability.

Improving the Curriculum Access at Horton St Michael's First School

| Target | Strategy | Outcome | Timeframe | Achievement |
|---|--|---|---------------|---|
| Classrooms (both within and outside eg Forest school) are optimally organised to promote the participation and independence of all pupils | Review layout of furniture and equipment to support the learning process in individual classrooms | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children work independently, selecting resources from similarly located areas. | | Increase in access to the National Curriculum |
| All teachers are able to differentiate according to the varying needs of children within their classes. | Observe lesson, complete book trawls - focus on effective differentiation. Undertake audit of staff training requirements. Put effective strategies of support into place for individuals as required. | All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. | | Increase in access to the National Curriculum. Increase in teachers confidence when supporting/challenging children. |
| All out of school activities/trips /residential are planned to ensure the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation. | Risk assessments will be carried out and procedures put in place to enable all children to participate in all school activities. All out-of-school activities will be conducted in an inclusive environment with providers complying with all current and future legislative requirements | On-going | Increase in access to all school activities for all disabled pupils |
| Raising Awareness of Disability Issues and | Visit by Beverley Jones, Paralympian: Assembly and | To raise understanding within the whole school community | December 2016 | More inclusive school and social environment |

| | | | | |
|---|---|----------------------------------|-------------|--|
| promoting positive attitudes towards people with disabilities | circuit training with all pupils. Staff and Governor meeting to discuss the perception of issues relating to disability. | of issues relating to disability | Summer 2017 | |
|---|---|----------------------------------|-------------|--|

Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils - such as handouts, textbooks, information about school events - available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of IT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and the views expressed by pupils or their parents about their preferred means of communication. The school will consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

| Target | Strategy | Outcome | Timeframe | Achievement |
|--|--|---|-------------|---|
| Availability of written material in alternative formats as required | School will make itself aware of the services available through the LA for converting written information into alternative formats | School will be able to provide written information in different formats when required for individual purposes | Summer 2017 | Delivery of information to disabled pupils improved |
| Make available school brochures, newsletters and other information for parents in alternative formats as | Review all current school publications and promote the availability in different formats for those that require it eg on | All school information available for all. | Summer 2017 | Delivery of school information to parents and the local community improved. Use of information texts; |

| | | | | |
|--|---|---|------------|---|
| required | website | | | newsletter emailed. |
| Review documentation with a view to ensuring accessibility for pupils with visual impairment | Obtain advice from Hearing and Vision Support Services on alternative formats and the use of IT software to produce customized materials. | All school information available for all. | March 2016 | Delivery of school information to pupils and parents with visual difficulties improved. |

Improving the physical environment of the school

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room décor and furniture. Improvements to physical access include ramps, handrails, widened doorways, adapted toilets and washing facilities, adjustable lighting, blinds and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways or changing the layout of classrooms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like eg through enlarged computer screens and keyboards, communication aids, switches, photocopying enlargement facilities, specialised desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as specialist pens and pencils.

Improving the Physical Access

| Item | Activity | Timescale |
|------------------------|---|---------------|
| Accessible car parking | Parents/Carers given permission to park in easily accessible spaces in the staff car park | December 2016 |
| Accessible toilet | The toilets, in all areas, are accessible to visitors and children with a disability | November 2016 |
| Spiritual Garden | Design and develop a | Summer 2017 |

