

RACK HOUSE PRIMARY SCHOOL

ACCESSIBILITY PLAN 2016 – 2017

Introduction

The Governing Body of Rack House Primary School recognises the following duties that this places upon them;

- 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 make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled parents.

The planning duties of the Equality Act 2010 makes four requirements of the Governing body

1. Direct discrimination - treating someone with a protected characteristic less favourably than others
2. Indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage
3. Harassment - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them
4. Victimisation - treating someone unfairly because they've complained about discrimination or harassment

Rack House policy on equality is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour, sexual orientation, gender realignment, pregnancy/maternity or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistently evaluated.

RACK HOUSE PRIMARY PLAN FOR ACCESSIBILITY 2016-2017

The aim of the Accessibility Plan is to;

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils.

1. Improving Access to Curriculum				
Target	Actions	Timescale/Cost	Responsibility	Outcomes
Improve access for all identified SEN children to curriculum	Ensure all staff are aware of resources and software available	Ongoing	SENCO	More efficient use of existing resources.
Ensure all staff have access to specific training on disability / inclusive issues	Use staff training audit to identify need. Include this aspect of training in teachers/ TAs Performance Management.	Ongoing £500.00pa	SENCO	Appropriately trained staff with awareness of disability / inclusion issues.
Ensure all staff have access to specific training on medical conditions.	Identify specific training needs and plan/deliver training.	Ongoing	SENCO	Appropriately trained staff with awareness of medical conditions issues.
Audit inclusive nature of school trips.	Consideration made in risk assessments for any pupils with identified disability issues.	Annually, Spring	Teaching staff	Evidence of consideration of any particular need, ensuring full inclusive practice.
Review PE curriculum to ensure access for all pupils	Identify pupils with particular needs and difficulties relating to physical activity. Review PE coverage, equipment and differentiation possible. Ensure differentiation in planning for identified needs.	Annually, Autumn	PE Co-ordinator / Teaching Staff	Good differentiation evident in PE sessions. Monitoring indicates high level of involvement by all pupils
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties	All staff attend appropriate training. Outreach provision from external agencies.	On-going using outreach providers and cluster meetings	SENCO/Resource Provision	Children with ASD are successfully included in all aspects of school life.

All extra curricular activities are planned to ensure they are accessible to all children	Review all out-of-school provision to ensure compliance with legislation	Annually, summer	SLT	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school. Develop visual resources.	On-going, autumn	SENCO	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	On-going	SENCO	Whole school community aware of issues relating to Accessibility
Ensure all children on SEN list have provision identified.	Children included within provision map.	On-going, termly	SENCO	Provision map is up to date and forms a key part of the planning process for all pupils