



## **All Saints C.E. Primary School Accessibility Plan 2006-2009**

### **Introduction**

The SEN and Disability Act, 2001 extended the Disability Discrimination Act, 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- **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 increase access to education for disabled pupils.**

**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 DDA:**

- **increasing the extent to which disabled pupils can participate in the school curriculum;**
- **improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;**
- **improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.**

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.

# **1. Starting Points**

## **1A: The purpose and direction of the school's plan: vision and values**

### **Vision and Values**

**To meet the needs of all pupils**



### **A definition of 'inclusion'**

*'One of the greatest challenges facing our school is the provision of appropriate learning opportunities for all pupils. Within schools there are pupils with a range of abilities from different cultures, religions and social backgrounds. Some of these pupils experience barriers to learning as a result of their disability, heritage, gender, special educational need, ethnicity, social group, sexual orientation, race or culture.'*

### **The National Curriculum Requirements**

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum (NC) is the basis for planning a school curriculum that meets the specific needs of individuals and groups of pupils. The *National Curriculum Handbook for primary teachers in England* and the *Handbook for secondary teachers in England* incorporate a statutory inclusion statement on providing effective learning opportunities for all pupils.

It sets out three principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

**All Saints School will endeavour to meet the needs of pupils from diverse backgrounds.**

**All Saints School aims to identify and remove barriers to disabled pupils in every area of school life.**

**All Saints School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;**

**All Saints School's commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school endeavours to**

- set suitable learning challenges;**
- respond to pupils' diverse needs;**
- overcome potential barriers to learning and assessment for individuals and groups of pupils;**

Through partnerships with local communities, All saints Primary School will strive to create a happy; safe, inclusive and challenging learning environment that develops independent, healthy and confident learners. We will ensure that all our learners, including those with a disability, aspire to the highest of standards, are economically aware, and make a positive contribution to the wider world.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability. Strive to achieve high standards in all areas of the curriculum.
- Nurture an awareness of the need for a healthy lifestyle.
- Provide a safe and secure learning environment for all pupils.
- Provide opportunities for everyone to make a positive contribution to the community and wider world.
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Ensure that pupils understand social responsibilities within the wider community know their boundaries and are mutually respectful.
- Celebrate achievement as well as attainment of all pupils.
- Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.

**The school has set the following priorities for the development of the vision and values that inform the plan:**

- Update our vision and values in the light of discussions with all stakeholders (including pupils, parents, staff and governors) to extend opportunities for all.
- To provide appropriate induction for all new staff and governors,
- Ensure that all ancillary staff have had appropriate disability awareness training

## **1B. Information from pupil data and school audit**

### School Characteristics

As a voluntary aided church school our catchment areas are wide.

90% of the school intake comes from areas of:

- Ethnic pupil intake greater than similar schools Average of 31% locally compared with 15% nationally. Increasing proportion of ethnic groupings in Ks.1 – growing trend.
- High proportion of pupils come from overcrowded families Average of 8.2% locally compared with 15.1% nationally
- Parents and families do not go onto higher education - do not value education Average of 15.3% locally compared with 20.7% nationally
- Intake of pupils from higher social class families Average of 10.6% locally compared with 20.7% nationally
- Reception intake lower than average ability - as shown by assessment on entry using foundation profile scores.
- Hateley Heath / Tantany housing estates are within the top six worst deprived areas in Sandwell. Large scale drugs problem – unemployment – vandalism - crime
- School involved in Children's Fund and NOF funding streams
- High amounts of anti social behaviour within locality
- Special Educational needs:

Pupils with **statements** of special educational needs 0.8% - half of the national comparison, but stable over the last two years. Pupils special needs actioned early in Key stage 1.

Pupils with special educational needs 18.6% in line with national expectations.

Attendance is above National expectations. Authorised absence is averaging at around 4.5% and stable. Unauthorised absence is increasing by 0.1% per annum. This is due in part to the school refusing to accept absences without clear and acceptable notification from the parent in writing or by telephone..

2005 school attendance figure - 95.5% (94.6%)  
 2005 School authorised absence 4.1% (5.0%)  
 2005 School unauthorised absences: 0.3% (0.4%)

Over the last 3 years the number of pupils receiving a free school meal has declined by 1% per annum. The number of pupils known to be receiving a free school meal is 7.4%. (Nationally the figure has remained stable at around 16%.) The reason being that parents who have children entitled to free school meals are seeking minimum hours employment, meaning that they now receive family tax credit which is intended to pay for a meal, hence removing them from the free school meals listing. Children are then sent to school with a packed lunch.

Learner mobility:

The number of learners who joined the school other than at the usual time of first admission	12
The number of learners who left the school other than at the usual time of leaving or transfer	41
Number of learners on roll in January of that school year (from relevant Annual Schools Census)	238

Learners for whom the National Curriculum is disapplied

Number of learners disapplied	0
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Learners with learning difficulties and/or disabilities (LDD):

Level of provision	Under 3s	Nursery	YR-Y8
School Action/ Early action			66
School Action Plus/ Early action plus			7
Statements of special educational needs			2
Learners, not included in the above, who have disabilities under section 17 of the Children Act 1989			
<b>Total</b>	<b>0</b>	<b>0</b>	<b>75</b>

The nature of learners' learning difficulties and/or disabilities (LDD):

Disability / difficulty	SEN resource base			Main school		
	Under 3s	Nursery	YR-Y8	Under 3s	Nursery	YR-Y8
Specific learning (dyslexia)						
Moderate learning						7
Severe learning						
Profound and multiple learning						
Social, emotional and behavioural						
Speech or communication						1
Hearing impairment						
Visual impairment						
Multi-sensory impairment						
Physical						1
Autistic						
Other, please specify:						
<b>Total (statements and School Action Plus)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>

English as an additional language:

Number of learners

40

Ethnic background of learners in maintained provision:

			Number
White - British	130	Asian or Asian British - Bangladeshi	1
White - Irish	0	Asian or Asian British - any other Asian background	0
White - any other White background	5	Black or Black British - Caribbean	14
Mixed - White and Black Caribbean	31	Black or Black British - African	
Mixed - White and Black African	0	Black or Black British - any other Black background	1
Mixed - White and Asian	2	Chinese	0

Mixed - any other mixed background	9	Any other ethnic group	0
Asian or Asian British - Indian	38	Parent / learner preferred not to say	
Asian or Asian British - Pakistani	0	Information not obtained	0
<b>Total</b>			<b>244</b>

Exclusions and transfers of learners: 0

### **1C Views of those consulted during the development of the plan**

For the purposes of this plan we shall consult with:

- Pupils with disabilities in the school
- Parents of those children – annual review
- School staff
- The Local Authority (Support Services, SIAs, SEN and Inclusion Adviser)

The views of children were gained through an appropriately differentiated structured interview with themselves and appropriate support staff. Issues raised were:

Comments:

**The school has set the following priorities in respect of consultation on the plan:**

- Consultation with pupils and parents will be focused through termly review meetings (IEPs and statements)
- Continuing consideration of how to make the consultation accessible to all participants.

Comments:

## **2. The main priorities in the school's plan**

### **2A Increasing the extent to which disabled pupils can participate in the school curriculum**

As stated in section 1A our vision is of a fully inclusive school with equal opportunities for all underpinned by the principles of the National Curriculum Inclusion Statement. Curriculum area plans and schemes of work will need to be scrutinised to ensure that suggested activities are accessible to all pupils and that reasonable adjustments have been made. Curriculum in this context goes beyond the 'taught' curriculum and is taken to encompass all activities undertaken during an extended school day.

High quality teaching and learning for all is a priority in the school improvement plan. Raising the quality of teaching for disabled pupils will be a significant step towards achieving this aim. The SENCO and other senior leaders in the school include improving outcomes for pupils with SEN and disability as part of their monitoring role. The SENCO in this school is given release time to undertake this important role.

Data collection and consultation raised issues of progress and participation which will need to be addressed over the lifetime of this plan (see priorities below).

#### **The school has set the following overall priorities for increasing curriculum access:**

- Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels
- Working with local authority advisers to ensure that maximum use is being made of ICT to maximise progress and opportunity for all.
- Work with LA advisers and local special schools to remove specific barriers for disabled pupils in relation to PE, physical and offsite activities.
- A rolling programme of curriculum area reviews will be undertaken to ensure that concerns relating to disability have been addressed. In year 1 areas to be considered will be Literacy (Reading & Writing) Numeracy and Science.
- To work with user groups to ensure an increase in provision for social interaction is enabled

## **2B Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school.

The recent physical access audit undertaken in the school has identified the following areas for improvement:

- Provide disabled persons parking bay.
- Main door furnishings - Turn bolt opening internally is not satisfactory for disabled persons. Change to type suitable e.g. electronic push-button opening device.
- Signage - Visual & tactile signage is required indicating routes to 'key' areas, e.g. toilets & Reception.
- Corridor steps restricted access – removal of cupboards in corridor
- Colour contrast step nosings of all external steps. Corduroy tactile top landing of external steps.
- Ramp access to afford fire exit
- Provide a hearing enhancement system to Reception desk.
- Improve evacuation directional signage.
- Staff training in the evacuation of disabled persons is required.

### **The school has set the following priorities for physical improvements to increase access:**

As above from physical audit

## **2C Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled**

As part of our curriculum review detailed above the school will look at all information provided in writing to pupils. This includes:

- Pupil learning logs
- Homework
- Mind Maps
- Worksheets
- Teacher feedback and marking of work
- Letters & Notices
- Tests and examinations
- Interactive Whiteboards

Some of the priorities in this section will be met through the Curriculum Review.

### **The school has set the following priorities for providing information for disabled pupils:**

- Developing ICT solutions to enable information access
- Training from support services on the availability and use of different formats symbols, large print, use of colour, Braille, BSL)
- Delivery of priorities from curriculum review (Literacy (Reading & Writing ), Numeracy and Science)

## **3. Making it happen**

### **3A Management, coordination and implementation**

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 DDA and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class teachers, dinner staff, the SENCO, the premises manager, curriculum mangers, senior managers, administrative staff and governors themselves.

- DDA training needs to be reviewed and undertaken by all teaching staff
- Ancillary staff, governors and new staff require training.
- The governing body will monitor the implementation of this plan.
- The Finance Committee will ensure appropriate resources are made available from within the schools own budget and from other funding streams such as LCVAP.
- Governors will report to parents annually within the school profile as to the progress towards meeting the priorities in this plan.

The Headteacher will take responsibility for ensuring that this plan is co-ordinated with other plans and policies across the school (SEF, SEN, SIP, Curriculum Review, Asset Management, Equal Opportunities, Professional Development).

The impact of the plan will be evaluated annually and will be judged against the following outcomes:

- increased confidence of staff in differentiating the curriculum for disabled pupils
- teachers sharing good practice within the school, the school sharing good practice
- greater pupil and parental satisfaction with the arrangements made
- improved outcomes for disabled pupils
- improvements in the physical environment of the school
- protocols for multi-agency working to support children with medical needs;
- disabled pupils being more involved in whole life of the school.
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**The school has set the following priorities for the management, coordination and implementation of the accessibility plan;**

- Identify available funding streams to increase access
- Co-ordinate plan with other school plans and policies
- Implement effective monitoring and evaluation of the plan

### **3B Making the plan available**

It is intended to make the school's plan a model of accessibility; We have tried to keep jargon and acronyms to a minimum. The plan will be made available in the following ways:

- Directly to parents
- School's website
- On request in a variety of formats
  - e.g. On different coloured paper or in different coloured font
  - Audio
  - Extra large print
  - Braille

**The school has set the following priorities for making its plan available:**

- Development of the school's website to allow for downloading of the plan.
- Liaison with local support services and voluntary agencies for advice on the production of the plan in different formats.

## All Saints C.E. Primary School Action Plan For Improvement

### Objective :

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Responsibility of: HT      Reporting to: Governing Body      Target Date for Completion: July 2009

### • Resources:

- £750 supply cover costs
- £500 door fittings
- £250 ramp
- £550 staff training
- £160 pa web site development

### • Outcome:

- Updated visionary statement produced within school
- All new staff and governors have an awareness of disability plan
- Appropriate staff have received training
- Improved access to the curriculum and school information by disabled user groups
- Improved standards of learning within school.
- Access for all to PE and sporting activities
- Disabled groups have an increase in provision for social interaction
- Improved access to the building for disabled user groups
- Improved signage
- Easier, safer evacuation for disabled groups
- Improved and wider communication of the plan to the community

ACTIONS	LEAD PERSON	DATELINE	RESOURCES	SUCCESS CRITERIA		MONITORING
				Process	Impact	
<p><u>1A. The purpose and direction of the school's plan: vision and Values</u></p> <ul style="list-style-type: none"> <li>• Update our vision and values in the light of discussions with all stakeholders (including pupils, parents, staff and governors) to extend opportunities for all.</li> <li>• To provide appropriate induction for all new staff and governors,</li> <li>• Ensure that all ancillary staff have had appropriate disability awareness training</li> </ul>	HT	July 2007	N/A	<b>SMT/SENCO to liaise with stakeholders-questionnaires – meetings</b>	Updated visionary statement produced	Governing Body to monitor by receiving reports from the HT.
	CPD manager	Dec 2007	£300 supply costs	<b>Handbook to be prepared and individual training needs audited</b>	All new staff and governors Aware of disability plan and related issues	HT to monitor by receiving reports from the COPD manager.
	HT	July 2007	£250 training coordinator	<b>Training needs audited and programme prepared</b>	Appropriate staff receive training	Governing Body to monitor by receiving reports from the HT.

ACTIONS	LEAD PERSON	DATELINE	RESOURCES	SUCCESS CRITERIA		MONITORING
				Process	Impact	
<u>1B. Information from pupil data and school audit</u>	Development Team	July 2007	N/A	Team managers to develop pupil questionnaire with emphasis on disability issues	<b>Improved awareness y staff of disability issues within the school</b>	HT to monitor by receiving reports from the Team managers.
<u>1C Views of those consulted during the development of the plan</u> <ul style="list-style-type: none"> <li>Consultation with pupils and parents will be focused through termly review meetings (IEPs and statements) Continuing consideration of how to make the consultation accessible to all participants.</li> </ul>	SENCO	July 2007	N/A	<p>LSP/SENCO to consult with groups of pupils via simple questionnaires- evaluation sheets to be given out at review meetings with parents.</p> <p>Results published on web site</p>	<b>Greater understanding by school of the needs of disabled groups. Improved access to the school and curriculum</b>	HT to monitor by receiving reports from the SENCO.

ACTIONS	LEAD PERSON	DATELINE	RESOURCES	SUCCESS CRITERIA		MONITORING
				Process	Impact	
<p>2A <u>Increasing the extent to which disabled pupils can participate in the school curriculum</u></p> <ul style="list-style-type: none"> <li>Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels</li> <li>Working with local authority advisers to ensure that maximum use is being made of ICT to maximise progress and opportunity for all.</li> </ul>	Development Team	July 2009	N/A	Action plan to be included in SIP. Phased review of the curriculum by development teams	<p><b>Improved access to the school and curriculum. Improved standards of learning.</b></p>	Governing Body to monitor by receiving reports from the Team Managers.
	ICT manager	Mar 2007	N/A	Planned programme of review. Audit needs. Devise improvement programme	<p><b>Improved access for disabled groups to information and the curriculum. Improved standards of learning.(2 sub-levels pa within core subjects)</b></p>	Governing Body to monitor by receiving reports from the ICT manager.

ACTIONS	LEAD PERSON	DATELINE	RESOURCES	SUCCESS CRITERIA		MONITORING
				Process	Impact	
<ul style="list-style-type: none"> <li>Work with LA advisers and local special schools to remove specific barriers for disabled pupils in relation to PE, physical and offsite activities.</li> <li>A rolling programme of curriculum area reviews will be undertaken to ensure that concerns relating to disability have been addressed. In year 1 areas to be considered will be Literacy (Reading &amp; Writing) Numeracy and Science.</li> <li>To work with user groups to ensure an increase in provision for social interaction is enabled</li> </ul>	SMT	July 2008	£450 supply	SMT to audit school needs with LA adviser + special schools. Produce action plan.	Access for all to PE and sporting activities	HT to monitor by receiving reports from the SMT.
	SMT	Sept 2009	N/A	Team action plan to be included in SIP. Phased review of the curriculum by development teams	Improved access for disabled groups to the curriculum. Improved standards of learning.(2 sub-levels pa within core subjects)	HT to monitor by receiving reports from the SMT.
	HT	July 2009	N/A	HT to contact user groups to address relevant concerns and any specific issues	Disabled groups have an increase in provision for social interaction	Governing Body to monitor by receiving reports from the HT.

ACTIONS	LEAD PERSON	DATELINE	RESOURCES	SUCCESS CRITERIA		MONITORING
				Process	Impact	
<p>2B <u>Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</u></p> <ul style="list-style-type: none"> <li>Main door furnishings - Turn bolt opening internally is not satisfactory for disabled persons. Change to type suitable e.g. electronic push-button opening device.</li> <li>Signage - Visual &amp; tactile signage is required indicating routes to 'key' areas, e.g. toilets &amp; Reception.</li> <li>Corridor steps restricted access – removal of cupboards in corridor</li> <li>Ramp access to afford fire exit</li> </ul>	HT	Apr 2008	£500	HT to gather quotations to present to Finance Comm.	<b>Improved access to the building</b>	Governing Body (Buildings) to monitor by receiving reports from the HT.
	HT	July 2007	N/A	ICT technician to produce visual signage using ICT HT to gather quotations for tactile signage for presentation to Finance Comm.	<b>Improved signage to specific areas</b>	Governing Body (Buildings) to monitor by receiving reports from the HT.
	Development Team	Jan 2008	N/A	Development teams to relocate resources	<b>Improved access down corridor</b>	HT to monitor by receiving reports from the SMT.
	HT	Dec 2006	£250	Portable ramp system to be purchase	<b>Improved access for fire exit</b>	Governing Body (H&S Committee) to monitor by receiving reports from the HT.

ACTIONS	LEAD PERSON	DATELINE	RESOURCES	SUCCESS CRITERIA		MONITORING
				Process	Impact	
<ul style="list-style-type: none"> <li>Improve evacuation directional signage.</li> <li>Staff training in the evacuation of disabled persons is required.</li> </ul>	HT	Feb 2008	N/A	Disable signage to be produced (ICT tech) and installed.	Easier, safer evacuation for disabled groups	Governing Body (Buildings) to monitor by receiving reports from the HT.
	LA	July 2008	£300	Provision of external adviser for staff Inset	Improved evacuation procedures	Governing Body (H&S Committee) to monitor by receiving reports from the HT.
<p><u>2C Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled</u></p> <ul style="list-style-type: none"> <li>Developing ICT solutions to enable information access</li> </ul>	ICT manager	Feb 2007	£160pa	Audit present resources in the provision of information. Develop Improvement plan to increase greater communication	Improved access to school information by disabled user groups	HT to monitor by receiving reports from the ICT manager.
	HT	Mar 2007	To be costed	HT to contact LA support services. Review resources available. Cost out and plan development of systems within school for the provision of systems to provide different formats.	Improved access to school information by disabled user groups	SMT to monitor

ACTIONS	LEAD PERSON	DATELINE	RESOURCES	SUCCESS CRITERIA		MONITORING
				Process	Impact	
<ul style="list-style-type: none"> <li>• Delivery of priorities from curriculum review (Literacy (Reading &amp; Writing ), Numeracy and Science)</li> </ul>	<b>Development Teams</b>	<b>Sept 2007</b>	<b>N/A</b>	Dev. Teams to formulate priorities for disabled groups within curriculum areas through curriculum review	<b>Improved Disability Plan. Even greater access to school and curriculum for disabled groups</b>	HT to monitor by receiving reports from the Team managers.
<p><u>3A Management, coordination and implementation</u></p> <ul style="list-style-type: none"> <li>• Identify available funding streams to increase access</li> </ul>	<b>HT</b>	<b>July 2007</b>	<b>N/A</b>	HT to work with LA advisers to make application for funding to highlighted agencies	<b>Funds to be allocated for the implementation of the plan</b>	Governing Body (Finance) to monitor by receiving reports from the HT.
<ul style="list-style-type: none"> <li>• Co-ordinate plan with other school plans and policies</li> </ul>	<b>HT</b>	<b>Mar 2007</b>	<b>£300 supply costs</b>	Ht to work with LA and schools in developing the plan and the revision and improvement of content.	<b>Networking of ideas towards the improvement of access to the building and curriculum by disabled users.</b>	Governing Body to monitor by receiving reports from the HT.

ACTIONS	LEAD PERSON	DATELINE	RESOURCES	SUCCESS CRITERIA		MONITORING
				Process	Impact	
3B <u>Making the plan available</u>  <ul style="list-style-type: none"> <li>Development of the school's website to allow for downloading of the plan.</li> <li>Liaison with local support services and voluntary agencies for advice on the production of the plan in different formats.</li> </ul>	ICT manager	Feb 2007	£160pa	ICT technician to develop systems on website for downloading the plan.	<b>Improved and wider communication of the plan to the community</b>	Governing Body to monitor by receiving reports from the ICT manager.
	HT	July 2007	N/A	HT to work with Local support services on different formats in producing the plan. HT to formulate costings for Finance Comm. Funding to be allocated form within budget and additional funding mechanisms	<b>Improved and wider communication of the plan to the community</b>	Governing Body to monitor by receiving reports from the HT.

**Review & Evaluation:**

- HT to review and evaluate against the applied success criteria.
- Governors to review and evaluate against the applied success criteria.