

Market Drayton Infant School & Nursery
School Access Plan



3-year period covered by the plan : January 2016- January 2019

Introduction

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 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 reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- 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 an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

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At Market Drayton Infant School & Nursery we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school values:

- Respect
- Independence
- Communication
- Enjoyment

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities".

Definitions

Disability:

- A mental or physical impairment having a substantial and long term adverse affect on the ability to carry out day-to-day activities:
 - Substantial: more than minor or trivial.
 - Long-term: a year or more.
 - Day-to-day: living and learning.
 - Mental illness: amended to reduce reliance on the medical model for those with mental health problems not clinically recognised.

Impairment:

- Having an impairment does not imply a young person is disabled, however, it relates to: Effect on ability to carry out day-to-day activities, some examples:

- Mobility
- Physical dexterity and co-ordination
- Degenerative conditions (tumours)
- Speech - language, communication
- Epilepsy
- Diabetes
- Asthma
- Cystic Fibrosis
- ME
- Tourettes

Hidden Impairments:

- Dyslexia
- ASD/Aspergers
- ADHD

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Physical Impairment: Includes sensory impairment

- Not included in the category: Children and young people with BESD (Behaviour Emotional Social Deprivation) for social and domestic reasons.
- Included for the first time: HIV, multiple sclerosis, cancer, mental health problems.

DFES 7% of 3-19 year olds have a disability.

The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Market Drayton Infant School & Nursery is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities

Special Educational Needs :

To avoid the possibility of discrimination, the act includes young people with SEN within the definition of disability.

Not all children defined as disabled have SEN:

- Diabetes
- Asthma
- Arthritis
- Epilepsy
- ME
- Physical Conditions (disfigurement and loss of limbs)

Not all children defined as SEN are disabled - BESD

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN Information Report ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and a range of external agencies, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

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The school works closely with specialist services where necessary including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Woodland Outreach Service

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Market Drayton Infant & Nursery School.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

2. The main priorities in the school's plan

2a) Increasing the extent to which disabled pupils can participate in the school curriculum

In seeking to include all children within the curriculum the school will make reasonable adjustment. This may include:

- **Adjustments in a variety of settings**
- **Responses to a range of different impairments**
- **Planning and commitment to make it work**
- **Updating staff training - knowledge and expertise**
- **Ongoing review and development**
- **Menu to be carb counted**

2b) Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Since the last access plan, the school building has been adapted to incorporate the needs of children and staff with disabilities. These changes have included :

- Disabled toilet
- New entrance including disabled ramp
- Extra ramp for hall access
- First aid room
- Lowered ceilings in classrooms to improve acoustics

New Targets:

- **Review furniture sizes/types to support pupils**

2c) Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Where appropriate, methods for providing written information will include:

- **Braille**
- **Interpretation**
- **Amanuensis**
- **Loop-audio system**
- **One-to-one support - TA or Teacher**
- **Large print**

Other appropriate provision will be researched as necessary, including ICT equipment for physically disabled students.

Review

This policy will be reviewed annually by the Health and Safety Committee.