



ACCESSIBILITY PLAN FOR RUSH COMMON SCHOOL

3 year plan: Summer 2015 - 2018

Introduction

The Equality act 2010 and Equality Duty 2011 places responsibility upon schools to remove discrimination against pupils with disability. The Equality Act defines disability as when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition can include a wide range of impairments, including hidden impairments such as Autism, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some specified medical conditions, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting, or likely to last, for at least 12 months.

The Equality Act requires schools to make "reasonable adjustments" to their policies, procedures and practices to accommodate pupils with disability in school life. There is a duty on schools to state what actions they have taken to improve access and to have an Accessibility Plan.

The reasonable adjustments duty is triggered only where there is a need to avoid "substantial disadvantage." This might depend on the individual situation.

An Access plan is a plan for:

- Increasing the extent to which disabled pupils can engage in the school **curriculum**.
- Improving the physical environment of schools to increase disabled pupils' **physical access** to education and extra curricular activities.
- Improving the delivery of **information** to disabled pupils, using formats which give pupils better access to information.

The responsibility for the Access Plan lies with the Board of Directors and Headteacher. In terms of the day-to-day management of the Plan it may be the Headteacher, Deputy Headteacher or SENCo who takes a lead.

The purpose and direction of the school's plan

The aim of this plan is to set out the commitment of the Board of Directors of Rush Common School to the principals of inclusive education. Rush Common School is committed to ensuring equal opportunities for any pupil, parent or employee with a disability, to remove barriers to progress and to make reasonable adjustments to reduce disadvantage.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have a statement/Education Health Care Plan. The fact that a disabled pupil has SEN does not take away the duty to make reasonable adjustments for them. However, some disabled pupils who do not have SEN, and some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

Rush Common has high expectations and ambitions for all its pupils; we expect pupils with a disability to participate and achieve in every aspect of school life. As such we are committed to:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting the individuality of all our children, regardless of difference

Rush Common's policies on Anti-Bullying and PSHE promote equality and respect regardless of gender, race, colour, creed or impairment.

The Accessibility Plan sets out the proposal of the Board of Directors of Rush Common to increase access to education for disabled pupils in the three areas required under the Equality Act 2010. The three key duties are:

- Increase the extent to which disabled children and young people engage in the **curriculum**.
- Improve the physical environment of the school to increase disabled pupils' **physical access** to education and extracurricular activities
- Improve the delivery of **information** to disabled children and young people; using formats which give better access to information.

School context- Information from pupil data and school audit

Rush common School currently has 409 pupils on roll from Foundation Stage to Year 6. Of these 47 are on our Special Needs Register including pupils with ADHD, Autism, dyspraxia and dyslexia. A significant number of our SEN pupils have Social, emotional and mental health needs. We also have a small number of pupils who have a physical difficulty or sensory needs (including pupils with hearing impairments). There are currently 5 pupils with a statement/Education health care plan in place.

We have supported pupils with significant medical conditions as cystic fibrosis and cancer where special provision agreed in liaison with parents has been made to enable access all areas of school life.

We have a number of staff with disabilities and are aware of a number of parents in our school community who require reasonable adjustments to be made to access the school site due to medical conditions or physical difficulties.

Main priorities in Rush Common School's Plan

Increasing access to the curriculum

- All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities
- Staff working with pupils with disabilities receive training either from specialist providers or in house expertise
- Lessons provide opportunities for all pupils to achieve.
- Lessons involve work done by individuals, pairs, groups and the whole class.
- Lessons are responsive to pupil diversity
- Disabled pupils are encouraged and supported to access after school clubs and activities, trips and residential visits and to participate in all aspects of school life.
- Visual timetables, cue cards and prompts are used to support individuals to access the curriculum as needed.
- Social stories, task boards and task organisers are used to encourage and develop independence
- Disability awareness is promoted via the curriculum, through assemblies, discussions, PSHE and SMSC provision and specific events
- Professional advice and support is sought to ensure appropriate provision and resources are made available to individuals and staff supporting them

Improving the physical environment

- Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs.
- Disabled Toilet facilities have adequate room to accommodate a hoist and changing beds if needed.
- Pathways of travel around the school site and parking arrangements are safe logical and well signed.
- Lunchtime seating changes are used for pupils who need adapted chairs
- Emergency and evacuation systems inform and include all pupils and are accessible to **ALL** pupils, including pupils with SEN and disability. Risk assessments have been carried out. All pupils have been informed of alert systems.
- Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noisy equipment, provision of a sound field system, timetabling to provide reasonable adjustments to room provision.
- Furniture and equipment are selected, adjusted and located appropriately: e.g. height adjustable tables available, low level sinks.

Improving access to information for disabled pupils

- The school liaises with support services, as needed, to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information.

- We endeavour to present information in an accessible format e.g. use of PowerPoint projection and photocopied resources; provide written reinforcement of the spoken word, a synopsis / subtitles when video material is used; modify language where appropriate.

Action plan 2015-2018

Action 1: Increasing the extent to which disabled pupils can participate fully in the curriculum

At Rush Common, we believe that all pupils should be enabled and encouraged to participate fully in the life of the school. All pupils are actively encouraged to attend age appropriate, relevant after school clubs and activities.

Teachers at Rush Common plan and deliver outstanding lessons. Planning is differentiated to take into account individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas.

All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities.

Target	Action Needed	Outcomes	Time Frame
Ensure the school curriculum is fully accessible to all pupils including those with a disability.	Audit school population (pupils/parents/staff) again (this was completed in 2012) to identify those with a disability and specific needs.	Disability and medical registers updated with current details.	Autumn 2015
	Equality questionnaire to parents and staff.	Analyse outcomes and amend practice where necessary.	Autumn 2015
	Training in PECS for SEN TAS working with ASD pupils.	ASD pupils can more readily communicate using PECS.	Autumn 2015 & ongoing as needed.
	Identify training needs for staff (teachers and TAs) to meet the needs of disabled pupils. Make staff aware of specialist support and training available. Identify INSET needs.	Support staff and teachers receive appropriate training including; Teacher of the Deaf training for HI pupils; Epi-pen and diabetic training	Annually and as needed
	Teach and re-teach new vocabulary in a multi-sensory way, including use of visual cues and picture cards.	Pupils with ASD and other learning difficulties can communicate more readily. Recommendations from outside agencies are followed.	Ongoing

Target	Action Needed	Outcomes	Time Frame
	Increase use of visual timetables to give structure to the day.	Visual timetables used with identified pupils (primarily those with ASD)	Ongoing
	Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum.	Soundfield systems are in use in classrooms with HI pupils. Laptops and I-pads used to support SEND pupils to meet needs and adapted where necessary.	Ongoing
Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.	Carry out audit of clubs attended, trips and visits by disabled pupils. Involvement in school community and wider school life (School Council etc.) Designated TAs are used to support an individual's SEND needs (after school clubs, playtimes)	Disabled pupils attend a variety of after school clubs and play an important role in the school community. Children with disabilities access school trips, special events and are supported at play times. Disabled pupils feel safe and well supported as an active member of school life.	Ongoing Annual audit of clubs, activities and school trips.

Action 2: Improving the physical environment of the school

Target	Action Needed	Outcomes	Time Frame
Access for disabled pupils and members of the school community is considered when planning a sensory garden	Consult outside professionals and other schools with existing sensory gardens	The physical environment of the school is "disability friendly"	2016-2017
Improve the school experience for pupils with sensory needs.	Ensure blinds are in all classes and functioning. Develop sensory garden area.	Sensory needs will be met. All children will benefit from better classroom environment and will be able to use the garden.	2016-17

Target	Action Needed	Outcomes	Time Frame
Improve the provision in school for ASD pupils.	Investigate the provision of workstations for pupils with ASD Develop Nurture Room facility	ASD pupils will have a specific work area and area to work in without sensory distractions.	2016-17

Action 3: Improving access to information for disabled pupils/parents

Target	Action Needed	Outcomes	Time Frame
School to be aware of services and training available to support hearing impaired children and those requiring PECS (and other disabilities).	Access training to meet the needs of individual pupils when and as needed. Training to be cascaded amongst staff as appropriate. Teacher of the Deaf training to be used annually to update HI knowledge and skills amongst staff.	School aware of specialised provision needed and which professionals to contact to ensure relevant training and development is in place.	Ongoing ToD training (annually in September as required)
Raise the awareness of adults working at school on the importance of good communication systems.	Newsletters and InTouch communications are available to all parents (larger fonts available on request). Initial parents meeting include mixture of communication means (auditory, visual and written word) Pupils are encouraged to use a variety of communication tools (i.e. dictation software on iPads, visual timetables)	Parents and pupils feel that communication from school is effective.	2015-2016

