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ACCESSIBILITY POLICY

Reviewed by:	Leadership & Governing Body
Date:	
Review dates:	
Next Review	09/2023
Ratified by Governors:	Maria Lewington & kevin Hinde
Governor Signature:	Handwritten signatures of Maria Lewington and Kevin Hinde.

1. Schools' duties around accessibility for disabled pupils: Schools and LAs are required 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.

2. This Accessibility Plan and the accompanying action plan forms part of the 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.

3. 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.

4. It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Below is an action plan, 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.

5. 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.

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

7. **The Involvement of Disabled Children and Young People, Staff and Parents**

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered. 2. 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”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities. Thomas Buxton Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- All Statutory Documents and Policies
- Equality Scheme
- Special Educational Needs

8. This plan considers the following areas which are identified as the focus for development:

Area A: Strategic direction, monitoring and evaluation

Improving the overall provision and accountability for those covered under the Equalities Act 2010.

Area B: Improving access to the school curriculum for children with disabilities

The school’s SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the AHT Inclusion manages the

Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

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

Area C: Improving access to the physical environment of school for pupils with physical disabilities

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 John Scurr Primary School.

ACCESSIBILITY PLAN

AREA A: STRATEGIC DIRECTION, MONITORING AND EVALUATION				
ACTIONS	PERSON/S RESPONSIBLE	TIMESCALE	RESOURCES	SUCCESS CRITERIA, IMPACT ON ACHIEVEMENT
1. Governors review school culture, policies and practices by use of index for inclusion	Chair of governors	Annually	Half termly meetings 20 hours per annum for admin support for surveys etc	Accessibility plan targets achieved Increased progress for all pupils using personal; targets Pupils with disabilities reach age appropriate levels.
2. Identified member of SLT to act as responsible person for day to day prevention of discrimination and ongoing advice to governors on discrimination	Headteacher	ongoing	Staff time two days per term	Termly reports to governors on discrimination issues identified and action taken at school level Governors protected from liability for acts of discrimination Increased confidence/curriculum access for pupils with disabilities
3. Review school nanabooks in relation to statements on disability discrimination policy and procedures.	Headteacher	Annually	Staff time 2 days per year	Governing body accepts amended policies as and when presented at main governor body meeting
4. Check disability Equality Scheme training for staff and governors	AHT responsible for inclusion	Planned- January 2023	Staff meeting Support staff meetings Governor meeting	Governors and staff aware of social model of responsibility and their responsibilities in line with present legislation.

<p>5. Continue to map, cost and monitor all provision available within the school</p>	<p>AHT Inclusion DH HT</p>	<p>Termly pupil progress meetings</p>	<p>1 day a term</p>	<p>Provision to meet of all pupils clearly identified Improved pupil access to provision All provision rigorously monitored Provision evaluated Pupil progress accelerated School attainment targets met</p>
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AREA B: IMPROVING ACCESS TO THE SCHOOL CURRICULUM FOR CHILDREN WITH DISABILITIES

ACTIONS	PERSON/S RESPONSIBLE	TIMESCALE	RESOURCES	SUCCESS CRITERIA, IMPACT ON ACHIEVEMENT
To monitor disability access issues	SEN Governor	Spring 2022	1 hour termly	Governing body aware of any issues and informed related to strategic planning
Phases groups audit inclusive classroom practice	Phases leaders	Ongoing-	1 meetings each half term	Reports to leadership team on barriers identified at school level Clear action and targets identified for whole school development increased access and progress for potentially disadvantaged groups and individuals.
Review pupil assessments and tracking procedures to ensure small steps in pupil progress are recognised across the curriculum	DHT coordinator DH	ongoing	21 days a year (pupil progress meetings) 3 days for follow up work	All teachers will use PKS for assessments of children where relevant Small steps recorded on whole school tracker More accurate picture of progress available for all stakeholders
Review medium term curriculum plans for each subject to ensure suitable challenge and scaffolding is used for diverse learning needs	All subject leaders	ongoing	2 days per half term	Reduction of numbers of pupils who require something “additional to different from” regular provision Reduction of pupils identified as Special Needs

strategies				
Plan for wave two and wave 3 provision to be monitored throughout the school	AHT Inclusion Class teachers LMT	Ongoing- Provision Map	Termly Pupil progress meetings	Increase school capacity to ensure curriculum entitled for all children
Review teaching and learning policy to ensure diverse learning needs and styles are taken into account in all subject areas and settings	SLT Phase Leaders AHT Teaching & Learning	ongoing	SLT meetings Phase meetings	Quality of teaching and learning throughout the school is consistently good or outstanding

**AREA C: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF SCHOOL
FOR PUPILS WITH PHYSICAL DISABILITIES**

ACTIONS	PERSON/S RESPONSIBLE	TIMESCALE	RESOURCES	SUCCESS CRITERIA, IMPACT ON ACHIEVEMENT
To continue to ensure coordinated development of access to school premises	Chair of Finance & Resources Committee Link Governor HT	ongoing	Termly premises meetings Staff and governor time	Targets identified for main governing body to take action on within strategic plans Phased improvement in action to the school premises for school pupils and the local community where need arises
Phase audits to analyse relationship between physical environment and pupil behaviour and plan to take reasonable steps to improve conditions	DHT Phase Leaders Finance & Resources Committee	ongoing	Phase meetings each half term LIVIA meetings termly Finance & Resources Committee meetings	Improved environment for the management of pupil behaviour Improved pupil attitudes and behaviour strategic use of resources- review use of Z of R.
To improve the management of behaviour and the use of playground resources/spaces at break times and lunch times	Senior midday meals supervisor DHT	ongoing	Developing the use of play spaces as appropriate. Developing the role of MMS as play leaders. Training for MMS	Higher quality play spaces for all phases Improved management and behaviour in playground Improved pupil attitudes Reduction of playground incidents

**AREA D: IMPROVING THE DELIVERY OF INFORMATION FOR PUPILS
WITH DISABILITIES**

ACTIONS	PERSON/S RESPONSIBLE	TIMESCALE	RESOURCES	SUCCESS CRITERIA, IMPACT ON ACHIEVEMENT
To develop the induction practises to support all new families	AHT Inclusion Pathways Team	September 2013 ongoing		All new families an induction meeting or home visit if
To develop the use of Colourful Semantics and other strategies throughout the school as appropriate	AHT for Inclusion MLIA	ongoing	Training for staff	All contexts in school are supported with or Colourful Semantics. more children are able to successfully access provision.
To ensure that all children are able to engage in receptive and expressive communication.	Class teachers Phase Leaders	ongoing	Phase Leader monitoring time	Seating plans that take into account children's physical and emotional needs All staff implementing agreed practises.
To establish good whole school practise in the use of visual displays and resources to facilitate learning	AHT Teaching & Learning Phase Leaders Class teachers	ongoing	Phase Leader monitoring time	Use of visual timetables Use of yellow paper as appropriate Use of yellow backgrounds on interactive white board Appropriate key vocab display
To ensure important information is presented in a range of formats	SLT Parent governors	ongoing		All parents are informed of events in their own language Parents have access to verbal information when appropriate
To plan and deliver lessons to ensure smooth transition into, across and on leaving the school.	DHT Phase Leaders	ongoing	PPA time	All parents have access to support and children are better through transition