



# DISABILITY ACCESS PLAN

*Reviewed Sept 2011, Feb 2013, June 2014, July 2015, July 2016*

## INTRODUCTION

The aim of this plan is to set out how Gotham Primary School intends to increase the accessibility of all activities and facilities to disabled pupils over time.

At Gotham Primary School we are committed to providing an inclusive environment for all students and support the Nottinghamshire County Council Local Authority accessibility strategy.

## HOW WE DEFINE 'DISABILITY'.

*"A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities."*

The definition of disability covers a wide range of impairments including:

- Hearing or Visual impairment,
- Cerebral Palsy, Muscular Dystrophy, Downs Syndrome and Hydrocephalus,
- Mental Health issues, Dyspraxia, Dyslexia, ADHD and Autistic Spectrum Disorders,
- Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV,
- Diagnosed eating disorders and gross obesity,

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life

## ORGANISATION

This document is divided into 3 sections:

Section 1: An audit of the preSENDt position using the DfES audit checklist

Section 2: Identification of the key points specifically appropriate for Gotham Primary School.

Section 3: The Action Plan

## SELF-AUDIT - ACCESSIBILITY

<b>CURRICULUM</b>	Yes	Some	No
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for preSENDing information.	✓ when required		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓ when required		
Are your classrooms optimally organised for disabled pupils?	✓		
Do lessons provide opportunities for all pupils to achieve?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	Monitoring of planning & lesson obs		
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓ when required		
Do you provide access to computer technology appropriate for students with disabilities?	✓		
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓		
Are there high expectations of all pupils?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		
<b>PHYSICAL SURROUNDINGS:</b>	Yes	Some	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	opened Jan 2006 - in line with DDA		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEND and disabilities; including alarms with both visual and auditory components?	✓		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			✓
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			✓
Are areas to which pupils should have access well lit?	✓		
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics and noisy equipment?			None required
Is furniture and equipment selected, adjusted and located appropriately?	✓		
<b>ACCESS TO THE WRITTEN WORD</b>	Yes	Some	No
Do you 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?	Signs, coloured paper and acetate,		No braille needed
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓		
Do you have the facilities such as ICT to produce written information in different formats?	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓ as/when required		

As expected, the audit identified that there are difficulties to be addressed for the site, which may be addressed over the coming years, funds being available.

## MAIN POINTS IN OUR PLAN

### ACCESS TO THE PHYSICAL ENVIRONMENT

- As a new school our building is compliant with the requirements of DDA, including wheelchair friendly access, disabled toilet, hearing loop in the hall.
- We do not, therefore, anticipate having to make any significant alterations to the structure of the building, but will review organisation and routine to accommodate the needs of children when we need to.

### ACCESS TO THE CURRICULUM:

- The overriding principle is to provide full curricular access to all pupils who have been allocated a place at Gotham Primary School.
- The identification of barriers to participation in all areas of school life is a priority and where necessary, adjustments will be made to the curriculum and teaching methods to support pupils with additional needs.
- The SENCO will work with class teachers to consider how the curriculum will be adapted to meet the identified needs of pupils who will be taught in the coming academic year. Reference will be made to the LA resources and guidance and the learning support team as appropriate.
- We will identify any staff development needs to improve our ability to meet the needs of specific pupils when necessary and include these within the performance management.
- All staff should feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a child is not suited to an activity, and have an alternative available.

### ACCESS TO WRITTEN INFORMATION

- Pupils who have difficulty accessing standard size print should have this fact identified on, or prior to admission, and this information will be given to the SENCO and Class Teacher. All relevant information will be collated in the school SEND register of pupil needs and kept available for staff.
- Staff must ensure that the specific needs of every pupil has been met by careful lesson planning, and the production of differentiated material to meet identified needs.
- Pupils will be given coloured photocopies or acetates where this has been prescribed as helpful.
- The use of IWBs is be considered in the context of students disabilities. An assessment should be made of the impact of using a technology with a class where a disabled student is working.

ACCESS TO THE CURRICULUM				
Target	Tasks	TIMESCALE	Responsible staff	Success criteria
Information about pupils accessible	SEND Register kept up to date. Information shared between Class Teacher, TAs and SENCO.	Ongoing - weekly Staff meeting/ fortnightly staff briefing to raise issues and share info.	SENCO Class Teachers TAs	Information available for staff.
SEND support	Pupils with identified disability have their support reviewed by the SENCO and hours allocated for TA support.	Ongoing	SENCO	TAs deployed effectively to support pupils with identified needs.
Individual Provision Maps	SEND pupils have Provision Map showing where support takes place	Ongoing	Class Teacher Copies to SENCO	All SA and SA+ have IEP and participate in formulating and reviewing
SEND Tracking	Progress of pupils tracked	Termly	Class Teachers provide assessment data Assessment Co leads review	Clear system for showing progress of SEND pupils - informs allocation of support and target teaching
Parent Involvement for Children with SEND or an ECHP	SEND review meeting with parents, SENCO external agencies	As required	SENCO to set up - and invite external agencies as necessary.	Parents involved in review of provision.
Links with external agencies through the SPEINGBOARD meeting	Develop links with external agencies	When required depending on requirements of pupils	SENCO	External agencies support our students when needed.
Increased staff awareness	Empower staff to deal with students appropriately.	Provide training when a disabled student joins school.	All staff	Teachers and Support staff effectively accommodate needs of identified students.
Trips	Review accessibility for identified students on trips. Carry out Risk Assessment	When trips are planned - use EVOLVE risk assessments	All staff to complete EVO EVCO and HT to authorise	Procedures for planning trips ensure accessibility issues considered.

ACCESS TO WRITTEN INFORMATION				
Target	Tasks	TIMESCALE	Responsible staff	Success criteria
Enlarged print/ coloured paper/ acetates for dyslexic pupils or visually impaired according to requirements	Provide altered materials as required.	When required	Class teachers TAs	Pupils receive appropriate print for lessons
Access to ICT projection/laptops for text entry	Make relevant ICT available to pupils with specific needs	When required	SENCO	Pupils use ICT when appropriate Staff aware of how the use of ICT can support learning