

Accessibility plan

2020-2023

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Navigation Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Navigation Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
 - b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.
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Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- CPD policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour & Relationships Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office on request

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Navigation Primary School will address the priorities identified in the plan. The plan is valid for three years (2017-20). It is reviewed annually.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve the transition for pupils between phases.
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Evaluation
Increase access to the curriculum for pupils with a disability.	<p>Interventions in place for children with a range of difficulties including autism, dyslexia and motor difficulties.</p> <p>Range of extra-curricular activities in place to appeal to different children.</p> <p>Teachers adapt practice to ensure that all can access quality first teaching.</p>	Improve access to writing for pupils with SEND.	<p>Research potential resources e.g. Clicker 8</p> <p>Purchase, resource, train staff</p> <p>Trial with pupils and roll out to others.</p>	MH/RL	<p>Summer 2021</p> <p>For autumn 2020</p> <p>Roll out over 20-21 ensuring all pupils who need it are using by Spring 2021.</p>	<p>Improved writing progress and attainment from pupils with greatest need.</p> <p>Children report enjoying writing more.</p> <p>Greater attainment from pupils identified as SEND.</p>	

<p>Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.</p>	<p>Good record keeping via CPOMS.</p> <p>Staff work closely together to pass on information.</p> <p>Use of inclusive teaching e.g., audio system for hearing impaired children, dyslexia friendly resources.</p>	<p>To improve the transition for pupils between key phases especially between reception and Y1.</p>	<p>Review and amend practice to be more inline with reception for the beginning of Y1.</p> <p>Staff to record and evaluate to make improvements for next year.</p>	<p>MH/SW/FL/LH</p>	<p>Summer 2021</p> <p>Ongoing improvements and developments from there.</p>	<p>Reduced number of difficulties from children entering Y1 as evidenced by range of sources:</p> <p>Teacher reports</p> <p>Pupil voice</p> <p>Parental feedback</p> <p>CPOMS</p> <p>Behavior trackers</p>	
<p>Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled</p>	<p>Staff listen to children and provide opportunities for feedback e.g. bubble time</p> <p>Children can speak through the school council or provide suggestions via school council suggestion box</p> <p>School has inclusive ethos and wants to support all children.</p>	<p>To improve representation of those with difficulties and improve practice as a result.</p>	<p>Ensure SEND representation on school council.</p> <p>School council to address issues for children who need additional support.</p> <p>MH/RL to take pupil voice ahead of new plans for term/year.</p>	<p>MH/RL</p>	<p>From September 2020</p> <p>Ongoing from 20-21</p> <p>Initially in summer 2020 and then repeating through the year.</p>	<p>Pupils report feeling more included.</p> <p>Examples of changes to practice resulting from pupil voice.</p>	

