

Mousehole School Accessibility plan 2018-2021



The SEN and Disability Act (2001) amended part 4 of the Disability Act (1995) by placing new duties on LAs and schools in relation to disabled pupils and prospective pupils. From September 2002, it has been unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.

There are three main duties:

Not to treat disabled pupils less favourably

- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- To prepare accessibility strategies (LAs) and accessibility plans (schools) for increasing over time the accessibility of schools for disabled pupils (the 'planning duty')

We recognise that these duties are 'anticipatory' – ie that schools need to consider the requirements of current and future disabled pupils. This means that we are expected to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability. The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

Definition of disability:

Pupils falling within the definition of disability will have a range of needs, including mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions such as multiple sclerosis.

The Disability Discriminatory Act (DDA) states that 'a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities.'

The Education Act (1996) states that 'children have a special education need if they have a learning difficulty which calls for special education provision to be made for them.'

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA/TPAT
- Are under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them
- Pupils with a disability must not automatically be considered to have a special educational need.

In drawing up this plan we have considered the present situation and future needs under the following headings:

- A. Physical environment of the school
- B. The extent to which disabled pupils can participate in the school curriculum
- C. The delivery of information to pupils and parents

Focus area and target	Current position	Aims	Timescale	Responsibility
A. Ensure all areas of the school are accessible and able to adapt to the needs of current and future pupils	<p>There is level access to the main entrance. All other levels are accessible by lift. Playground is all on one level although there are inclines. Outdoor area behind hall is not accessible in a wheel chair.</p> <p>School field has level access and hard standing near the gated entrance. Pedestrian access has steps although they are steep.</p> <p>Some signage is out of date and not clear.</p>	<p>To maintain already good access to nearly all areas of the school grounds. Although area behind hall is not completely accessible by wheel chair there is some access. Any changes to access in this area would need to be made in response to individual needs.</p> <p>Consider improving pedestrian access to school field for younger children and children with movement impairment.</p> <p>Ensure signage is up to date, clear and informative.</p>	<p>Ongoing</p> <p>2018-2019</p> <p>Spr 2019</p>	CR
A. Ensure all classrooms are accessible.	<p>Three classrooms are on the ground floor level. They have open access for movement restricted pupils and adults.</p> <p>Some classrooms include quiet spaces and areas designed to limit sensual distractions.</p>	<p>Maintain accessible nature of spaces in classrooms and relaxed learning environments including updating and improving furniture as needed and adapting to the needs of individuals and groups within specific classes.</p> <p>Develop quiet spaces and spaces with limited distractions in all rooms.</p>	Ongoing	CR
A. Ensure classroom environment caters for the needs of all current and future pupils	<p>There is a variety of furniture and seating options in the classrooms including significant open carpet space.</p> <p>Specialist equipment currently includes: ear protectors, gym balls, access to pen grips, access technology</p>	<p>Ensure a variety of seating options are available in all classrooms. Provide seating and other aids which support children with specific requirements: wobble cushions, exercise balls, standing desk, colour reading overlays and any further equipment with evidence of effectiveness.</p>	Review Aut 2018	CR/KS
B. Identified areas of need reflected in classroom practice and interventions and ensure all pupils with additional needs have the correct support from appropriately trained staff.	<p>The new SENCo has completed their training and is updating procedures and policies.</p>	<p>New SENCO to maintain record of need, IEPs (associated parent meetings) and monitor provision and impact of interventions e.g. precision teaching.</p>	<p>In place by Autumn half term. Monitoring is ongoing.</p>	KS
C. Delivery of information to pupils by ensuring there is an appropriate knowledge base so that staff can support children in accessing information about their learning and routines in school.	<p>Majority of staff have dyslexia awareness training. We have a member of staff with ELKLAN Sp&L training. Staff working with individuals are provided with training or involved in with work of outside agencies e.g. occupational therapy.</p>	<p>SENCo to coordinate training and keep record of training completed by staff. May include dyslexia update, autism awareness, TIS awareness.</p>	Ongoing	KS

Focus area and target	Current position	Aims	Timescale	Responsibility
C. Delivery of information to parents	A variety of methods for sharing information are used: regularly updated website, hard copy newsletters, direct, 2 way, communications via Seesaw, face to face communication.	Reconsider options for delivering information to parents and how we find out about any specific needs they have regarding accessing information. Survey parents on impact of Seesaw use and any further developments we could make.	Ongoing Survey by Spring 2019	CR/NCK