

Ivy Lane Primary School

Accessibility Plan October 2017 – October 2020

Introduction

Ivy Lane School is a welcoming and stimulating learning environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best and to become independent learners for life. We are committed to giving all of our children every opportunity to achieve and we do this by offering a broad and balanced curriculum while maintaining high expectations for all.

The Single Equality Act 2010 and the SEN and Disability Act (DDA) 2001 extended the Disability Discrimination Act 1995 to cover education. Since September 2002, The Governing Body has had three areas required by the planning duties in the DDA;

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/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:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Ivy Lane School

At Ivy Lane School we believe in 'Learning for Life.' We aim to equip every child with the skills needed to be successful beyond their primary years and an appetite for lifelong learning.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. These include:

- girls and boys
- minority and ethnic faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- more able children
- children who are vulnerable

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a range of children of all backgrounds, needs and abilities here at Ivy Lane School. These include:

- Asthma
- Eczema
- Hearing Impairment
- ADHD
- ASD
- Allergies
- Heart problems
- Speech and Language needs
- Pupils with developmental delay

We collect information from the Early Years settings so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Views of those consulted during the development of the plan

All people consulted value the ability of the school to cater for the differing needs of pupils. We consulted the pupils (using the School Council); parents (using Parent Forum). The Local Governing Body and Staff.

The main priorities in the school's plan

In order to achieve our aims and support our inclusion principles, Ivy Lane School will focus holistically on:

- Access to Curriculum
- Access to Environment
- Engagement with children, young people, and their parents/carers
- Access to Information

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to full include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist support and advice
- The Senco has an overview of the needs of disabled pupils.
- There are high expectations
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- *We aim for disabled pupils have access to extra-curricular activities – where appropriate*

	Targets	Strategies	Outcomes	Timescale
Short Term	To replace two Pratten classrooms located on the Key Stage 1 playground.	Research possible options and costings. Design new building to incorporate easier access for the disabled.	The new 2 story building will have a single level entrance, a disabled toilet and lift access to the second floor.	For completion Summer 2016
Medium Term	To improve the access to the school field.			
Long Term	To replace the remaining two Pratten classrooms located on the Key Stage 1 playground.	Research possible options and costings. Design new building to incorporate easier access for the disabled.	The new 2 story building will have a single level entrance, a disabled toilet and lift access to the second floor.	

Reviewing the Policy

This policy will be reviewed every 3 years.

This policy should be read in conjunction with the following school policies:

Inclusion (IVY/POL/031)

Equalities (IVY/POL/008)

Behaviour (IVY/POL/014)

Additional Needs (IVY/POL/065)

Medical Needs (IV/POL/067)

Written by: Laura Phillips

Date: October 2017

Agreed by staff and Governors

Date:

Signed:

Chair of Governors