



Seagrave Village Primary School

Green Lane, Seagrave, Loughborough, Leicestershire, LE12 7LU

Telephone: 01509 812486, E-mail: office@seagrave.bepschools.org



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Accessibility Plan to Ensure Inclusion

Introduction

Since 2005 all public authorities have a duty to promote disability equality; this includes schools and local authorities.

At Seagrave Village Primary School we have a general duty to:

- Promote equality of opportunity between disabled people and those who are not disabled
- Eliminate discrimination
- Eliminate harassment related to disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than non-disabled people

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school sets out a plan, reviewed each year, to show how it will address the priorities identified in the plan

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

Aims

We aim to:

- provide full access to facilities and learning
- enable full participation in all aspects of school life for children, staff, parents and visitors with disabilities

We will do this by:

- reducing and eliminating barriers to access of the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in approach to obstacles and seeking expert advice if needed

Accessibility Audit and actions

Policy	Evidence	Action
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	<ul style="list-style-type: none"> • INSET records – school and individuals • Liaise with members of the Specialist Teaching Service • Team Teach Training as and when necessary • Autism Training for all staff (level 1) • Autism training for specific staff (level 2/3) • Interventions for groups and individuals • Regular assessments by Speech and Language Therapist – work to their plans • Written reports from external agencies 	Continue to train staff to meet needs of individuals <ul style="list-style-type: none"> • Refresher AOS level 1 training Nov 19 for all staff • Training for all staff on Teachers and Teaching Assistants following a review of their PM and PPM data and commentary
Pupils with emotional, social and behavioural difficulties are supported in school	<ul style="list-style-type: none"> • Social Skills and Lego Training for TA • Social communication group training from AOS • EP assessments • School Nurse availability • ‘Social Skills’ Group established • TA support for individuals • Individual records • TA recruited 	Review effectiveness of TA/NNs/LSA’s across school in support teaching.
Classrooms are optimally organised for those with disability	<ul style="list-style-type: none"> • Space is utilised to facilitate group and individual learning space 	Utilise outdoor area where possible
Work is differentiated and staff have high expectations of all	<ul style="list-style-type: none"> • Lesson observations • Reviews • Intervention Planning • Governor monitoring 	Continuous
Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	<ul style="list-style-type: none"> • Observations • Learning • Book Trawls 	Continuous
All pupils are encouraged to take part in music, drama and physical activities	<ul style="list-style-type: none"> • Inclusion at extra –curricular clubs, visits and performances 	Increased take up of activities.
Staff recognise and plan for additional time and effort needed by some disabled pupils- slow processing/writing speed, dyslexia, vision impairment	<ul style="list-style-type: none"> • Staff aware of needs –Intervention Planning/ staff meetings – time for pupil concerns/Class team meetings 	SENCo work with class teachers Relevant publications highlighted <ul style="list-style-type: none"> • Dyslexia Training • Teachers and Teaching assistants exploring practice to maximize effect on pupil outcomes
Adults and children listened to and needs addressed	<ul style="list-style-type: none"> • Surveys • Survey follow up 	Continuous



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The layout of areas around school allows access to all. Wheelchairs could get about if required	<ul style="list-style-type: none">• Disabled access is available from the outside the school gates through to class one.• The toilet in the Early Years Foundation classroom is accessible.	Upstairs and the main entrance is not accessible to wheelchairs – evaluate if child/child with parent to start in wheelchair
Furniture and equipment selected and appropriate	<ul style="list-style-type: none">• Tables and chairs appropriate size• Wedges, speaker boards, coloured overlays, triangular grips, IT etc. to support individuals	Continue to access resources from specialist services as required
All information presented in user-friendly way Can ask for alternatives	<ul style="list-style-type: none">• Open door policy – regular contact with parents• Office support completing forms• Feedback on parent survey• Curriculum sessions/newsletters/website	Provide additional support for children without the home support

Last Reviewed	November 2019
Ratified by Governing Body	November 2019