

# Ombersley Endowed First School Accessibility Plan

*3-year period covered by the plan : 2014-2017*

## Introduction

**The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:**

- <sup>35</sup><sub>17</sub> not to treat disabled pupils less favourably for a reason related to their disability;
- <sup>35</sup><sub>17</sub> to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- <sup>35</sup><sub>17</sub> to plan to increase access to education for disabled pupils.

**This plan sets out the proposals of the 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:**

- <sup>35</sup><sub>17</sub> increasing the extent to which disabled pupils can participate in the school curriculum;
- <sup>35</sup><sub>17</sub> improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- <sup>35</sup><sub>17</sub> 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 and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.**

## **The purpose and direction of the school's plan: vision and values**

Ombersley Endowed First School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff.

We are proud of the diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
  - Í creating effective learning environments;
  - Í securing their motivation and concentration;
  - Í providing equality of opportunity through teaching approaches;
  - Í using appropriate assessment approaches;
  - Í setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **What do we understand by 'disability'?**

'Disability is a physical or mental impairment, which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'. (DDA 1995 Part 1 para.1.1) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:

<sup>35</sup>~~17~~ People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis

<sup>35</sup>~~17~~ For mental impairment the need for it to be clinically well recognised has been removed

**The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality.** This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

This school uses the 'Social Model of Disability' as the basis for its work to improve equality and to tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. We therefore use this social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

### **Information from pupil data and school audit**

As we have no child with significant physical disabilities in school at present, the majority of the information gathered is on our children with SEN.

Data analysis suggests that while our SEN pupils generally attain at a lower level than other children they are making good progress.

Information gathered during or shortly after lessons through marking, questioning, discussion, observation etc. is used to inform future planning (Assessment for Learning). Information gathered at the end of topics, formal assessment tasks etc is passed onto the next teacher, reported to parents and governors and is also used to inform curriculum planning and strategic planning by senior staff and governors (Assessment of Learning).

Information inputted onto the pupil tracking system can be sifted to allow analysis of specific groups which will inform decision making.

### **Views of those consulted during the development of the plan**

This is a continuing area for development. The school regularly surveys its stakeholders on general issues and has consulted on SEN provision. These consultations inform development plans and therefore practice in school.

**See also : Accessibility Audit**