

Seaton Delaval First School Accessibility Plan 2020-21

Purpose of the plan

The purpose of this plan is to show how Seaton Delaval First School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

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.

Legal background

From September 2002, The Disability Discrimination Act (DDA) 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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

- 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;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education;

- Improving the delivery to disabled pupils of information which is provided in writing to pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Seaton Delaval First School aims to treat everyone, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, allowing them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual information

The school was built between 2005 and 2006. A considerable number of adaptations were part of the original build process and have ensured access meets DDA requirements. The school site is fully accessible. All entrances are easily accessible for wheelchair users ensuring good access to school via the main entrance and our nursery entrance, via an automated door. We have four accessible toilets, situated in different parts of the school. There is an adult sized adjustable changing table in the largest accessible toilet. Nappy changing facilities are also available in Nursery. We have hygienic nappy bins which are emptied by a specialist company. There are accessible shower areas with appropriate support seating within two of our accessible toilets. There are three disabled parking bays near the main entrance.

Staff have specialist training to meet a range of medical needs. Please see our SEND Information Report for more information.

All written communication is available in large text upon request.

When offsite venues are chosen for school visits we ensure they have facilities to meet the needs of all pupils and adults.

The current range of disabilities within the school

The school has pupils with a range of disabilities, including physical disabilities, ADHD, Autistic Spectrum Disorder, developmental coordination disorder, hearing impairment, visual impairment and sensory processing difficulties. When children enter the school with specific difficulties, the school contacts the LA and / or Health Service professionals for assessment support and guidance for the school and parents, if deemed necessary.

Children with additional health needs have an Individual Healthcare Plan which is agreed with parents / medical professionals. These are updated annually.

We have several staff trained by OT and Physiotherapists to deliver therapy and ensure correct use of equipment for a child with physical / health difficulties. This equipment currently includes a wheelchair, fixed and mobile hoists and suction machine.

We have a few children who have asthma. All staff are aware of these children. Inhalers are kept in the First Aid Room (Sick Room) and record of use is noted.

Some children have allergies or food intolerances / cultural food choices. Staff are aware of these children.

Specific staff have had training from the diabetes nurse and have liaised closely with parents in following their care plans.

All medical information is collated and available to staff. Care plans for pupils with severe allergies and conditions requiring ongoing treatment are on display in the staff room and the disabled toilet near the playground first aid entrance. These include photographs of the pupils to make them easily identifiable.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members (First Aid / Sick Room). Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Controlled medication e.g. for ADHD is witnessed by two members of staff who both sign the medicine record when it is given. Records are kept for three years.

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Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the Accessibility Plan becomes an annual item at the Full Governing Body meetings.	Clerk to Governors to all to list for Full Governing Body Meetings annually.	Adherence to current legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of school staff as appropriate.	Whole staff are aware of issues.	Ongoing, depending on needs of staff and pupils.	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Ongoing	
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Ongoing	
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a	SENCO to review the needs of children and provide training for staff	Staff are able to ensure all children access the curriculum.	Ongoing	

range of SEN	as needed.			
To ensure that all children are able to access all out-of-school activities e.g. clubs, trips, residential visits.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Ongoing	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of children in each class and provide equipment as needed e.g. special pencil grips, writing slopes, theraputty, wobble cushions, ear defenders... Request referrals to OT / Physiotherapy when needed.	Children will use equipment as advised to support their learning. Children will receive appropriate support from OT / Physiotherapy services	Reviewed by SENCO termly	
To ensure that all children have access to PE lessons and integrate more with peers.	Assess needs of children and work with Physiotherapist, as needed, to adapt the PE curriculum to make it more inclusive.	Adaptions to PE curriculum will be made to provide better inclusion, while meeting therapy needs of child.	Half termly	
WRITTEN / OTHER INFORMATION				
To ensure that all parents and other members of the school community can access	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	

information.				
To ensure that parents who are unable to attend school, because of a disability, can access parents' evening.	Staff to hold parents evening by phone or send home written information.	Parents are informed of children's progress.	Termly	

Approved by Governors:

Review date: