



Richardson Dees Primary School

## **Accessibility Plan 2016 – 19** **Next Review: September 2019**

**Everyone at Richardson Dees Primary School shares an objective to help keep children safe, by contributing to:**

- The provision of a safe environment for children and young people to learn, in school.
- The identification of children who are suffering or likely to suffer significant harm and taking appropriate action, with the aim of making sure they are kept safe, both at school and home.

### **Context**

The 'Equality Act: 2010' states that all schools must have an Accessibility Plan, to be reviewed every three years.

An Accessibility Plan sets out the ways in which:

- Schools increase the extent to which disabled pupils can participate in the school's curriculum.
- The physical environment of the school can be improved to allow disabled pupils to fully engage in all activities offered.
- Improvements can be made to the delivery of information to pupils, who are disabled.

A disability, as identified under the 'Equality Act: 2010' is:

'...a physical or mental impairment which has a long term and substantial adverse effect on a person's ability to carry out normal day-to-day activities'.

This definition includes physical disabilities and sensory impairments, such as those affecting hearing and vision, as well as long-term health conditions, including asthma, diabetes and epilepsy.

### **Legal Information**

The 'Special Educational Needs and Disability Act: 2001' extended the 'Disability Discrimination Act: 1995' (DDA), to cover education. As a school, we have three key duties to uphold for our disabled pupils;

- Not to treat them less favourably, for a reason related to their disability.

- To make reasonable adjustments, so they are not at a substantial disadvantage.
- To continually plan for and provide increased access to education for them.

Richardson Dees Primary School's Governing Body are opposed to any discrimination towards a disabled person, because of their disabilities. This includes those with physical and sensory disabilities, learning difficulties and those who experience mental/emotional stress.

We adopt the social model of disability, acknowledging that the majority of disabled people are disabled more by society's attitudes and the way that society is organised, than by their impairment. We believe that wherever it is possible, disabled pupils should have the same opportunities as their peers. Our aim is to be fully inclusive, as a school, providing for all pupils, whatever their ability, increasing access and removing barriers to learning.

In any future alterations to the school building or grounds or anything within these areas, the Governors will consider the implications for disabled users. Additionally, any potential changes to the school curriculum would be explored with consideration to all pupils' needs, ahead of implementation, with reasonable adjustments being made accordingly.

### **Our School Vision**

We are continually working to support our school's vision, which includes the following statements:

- Pupils should feel safe and valued, as part of a caring community that celebrates success.
- We should all understand and respect diversity.
- We should all be able to listen to, and respond with, others.
- We should be aware of and recognise our own learning needs, as well as being involved in planning future steps.

As a school, we have clear ways of identifying, assessing and making provision for SEND pupils, as identified within our Local Offer. As an inclusive school, we welcome learners with different needs and are happy to listen to new requests for accessibility, when they arise, adding them to our Accessibility Plan, as required. We listen to, and respect, the voice of the pupils and their families, responding appropriately to their preferences for how their needs should be met.

We will look to make reasonable adjustments, including the provision of auxiliary aids and services to ensure that we minimise any disadvantage for disabled children. We plan ahead, as much as is possible, to meet the needs of any stakeholder with a disability, preventing disadvantage.

## **Contextual Information**

Richardson Dees Primary School is a two-storey Victorian building, on High Street East, Wallsend. Over the last 15 years, since the school transitioned from a first school to a primary school, extensive accessibility improvements have been made, including the addition of a lift. All areas of the school, aside from the 'Treehouse' intervention space, are accessible to wheelchairs or mobility devices, both internally (with the use of the lift to the 1<sup>st</sup> floor) and externally. For security purposes, only the main door, at the front of the school is automatic; this can be accessed by a ramp from the street. All outdoor spaces are fully accessible, including the 'Solar Dome' learning space, on the main yard.

## **Current Position**

Our current school position, including the provision we offer to our SEND pupils, is reflected in our Local Offer. As of September 2016, we have 204 mainstream pupils, from Reception to Year 6, with a further 46 places in Nursery, across two sessions. At the moment, 18% of pupils are identified as accessing SEND Support, with needs such as Speech and Language, Dyslexia, Asperger's Syndrome and Cystic Fibrosis. We are constantly moving with the needs of our pupils and aim to respond, in a timely manner to all issues that are presented to us. The Accessibility Plan should be reviewed every three years, but may be amended sooner to accommodate changes, particularly with regards to pupil intake.

## **Current Special Educational Needs and Disabilities**

The school currently has pupils on role, with a range of disabilities, including:

- Moderate and specific learning difficulties.
- Language and Communication difficulties.
- Asperger's Syndrome.
- Cystic Fibrosis.
- Diabetes (Type 1).
- Chromosomal Abnormalities.
- Physical developmental disorders.
- Behaviour, emotional and social difficulties.
- Visual disabilities.

Appropriate training has been provided for staff, most recently in relation to diabetes and cystic fibrosis, with specific training provided where necessary to allow the administration of specialist medical treatment that may be needed, in school. A number of staff have been trained in First Aid and some have also accessed defibrillator training.

## **Future Plans**

We, at Richardson Dees, seek:

- To gather further information on the range of disabilities represented within the current cohort of children, paying particular attention to their individual requirements and provision that we will need to make, in accordance with those needs.
- To continually assess and monitor needs, making changes and alterations to teaching and learning, resources and the physical environment, both within the school building and throughout the grounds.
- To continue to raise staff awareness, knowledge and understanding, enabling all those working with the children to provide the best care and support, ensuring the needs of the individual are met.
- To raise the children's awareness, knowledge and understanding of a range of disabilities, helping them to support their peers and those in the wider community.
- To engage with the wider community, encouraging cohesion and the building of positive relationships, ensuring all are made welcome, with particular attention being made to the involvement of groups that may be seen to be in a minority.

September 2016