

Smith's Wood Primary Academy

`Challenge, Support, Progress`



Disability Equality Scheme & Accessibility Plan

January 2017

Smith's Wood Primary Academy Aims

The explicit aims of our school are:

1. To create a safe, secure orderly and accessible learning environment
2. Deliver exciting, purposeful learning and teaching opportunities, both inside, outside and beyond the classroom, through a vibrant curriculum
3. Set clear and consistent expectations for behaviour, centred around mutual respect
4. Develop independence and self respect amongst our children
5. Create a bright, stimulating, interactive place to learn
6. Develop positive links and communication between home, governors and the wider community to support children's learning
7. Provide an inclusive environment in which all children can succeed

Disability Equality Scheme

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This was later replaced by the Equality Act 2010. Since 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

This Scheme 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:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- 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 an action plan showing how the school will address the priorities identified in the plan.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- Eliminate harassment related to a disability
- Eliminate discrimination
- Promote equality of opportunity between disabled people and other people
- 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 other people.

The Scheme covers pupils, staff, parents and users of the school.

1. Starting points

1a. Vision and Values: Smith's Wood Primary Academy's Disability Equality Scheme

At Smith's Wood Primary Academy, 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 disabled pupils and staff.

Smith's Wood Primary Academy fully supports Solihull's Policy for Special Educational Needs and Inclusion. *The Specialist Inclusion Support Service (S.I.S.S.)* offers multi-disciplinary support for children and young people (0-25 years) with a range of special educational needs and disabilities (SEND). S.I.S.S. works closely with all Solihull's maintained schools and nurseries and it forms part of the Education and Children's Services Directorate's arrangements for supporting pupils with special educational needs. The Service offers support in the home and in Early Years settings. As a school we subscribe to their core values and mission statement:

'The Specialist Inclusion Support Service exists to enable children and young people with additional needs to feel included in their school or educational setting and to achieve their full potential, thus empowering them to participate in the wider community and to make a positive contribution to society.'

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:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

1b. Information from data and analysis of need

The Disability Discrimination Act defines a disabled person as someone who has:

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

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Attainment on entry to Smith's Wood Primary Academy shows a broad spread of ability. 1% of pupils have a Statement of Special Educational Needs or Education, Health and Care Plan. Following an audit of needs we have concluded that approximately 8% of our pupils would meet the above disability definition and 1% of staff. We have several parents, siblings and grand-parents who would also meet this criteria.

Staff at the school have undertaken the following training since September 2014:

- SEN Termly INSET: review of IEP's/Pupil Profiles and up-date for case study/provision mapping for individual pupils: all staff
- INSET on new SEND Code of Practice
- Autism AET Level 1 training
- Autism AET Level 2 training
- Dyslexia awareness and strategies
- Positive handling Approaches
- Termly SEN Cluster Network: SENCO
- PGCert Dyslexia (SENCO)
- CCET – Educational Testing (SENCO)

Over the last two years the attendance of pupils with disabilities has been at least commensurate with the school average if not above average. The school has had an Accessibility Plan since 2009 and since that date the school and LA have completed the following work:

- Refurbishment of disabled toilet
- Improved fencing and security.
- Widened the accessible parking space.
- Improved evacuation routes in an emergency.
- As a new building recently constructed, Smith's Wood Primary is 100% accessible. A feature of the school is the specialised group and individual support provided. Considerable effort has gone into devising additional group support areas to provide further support for children.
- The site itself is very secure with electric gates, CCTV surveillance and controlled access during the school day.

[The Combined Action and Accessibility Plan attached to this Scheme details further planned improvements.](#)

School trips are planned on the basis that all pupils are included and we have selected venues for residential trips where children with disabilities can fully access the activities.

Using RAISE-on-line and lesson observations by senior staff, we track and analyse the achievement of all our pupils. Through this analysis we have identified the following issues for our pupils with disabilities

- As part of Solihull Excellence Cluster we ensure, through shared INSET days, that Teaching Assistants are well trained. They work alongside colleagues in local schools as part of a strong network to promote and encourage inclusion.
- Teachers and TAs have time to plan together, particularly to identify next steps and more focused target setting for individual pupils, but there is little evidence of pre-teaching to enable greater inclusion in plenary, whole class sessions.
- Some pupils need to develop more independence.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria.

The school will also write to our linked teacher training provider to make them aware of the accessibility of the school for a student with a disability.

The following policies have been reviewed by the Leadership Team to consider their impact on pupils, staff and parents with disabilities and the following actions agreed:

- Positive Behaviour and Code of Conduct Policy, the School Values and the school rules
- Anti-Bullying
- School trip venues (DHT to maintain up-to-date risk assessment procedures/training);
- The administration of medicines and health care plans (HT to review process for implementing care plans)

1c: Views of those consulted during the development of the Scheme

The priorities and actions highlighted in this Scheme have been informed by:

- A consultation with all pupils using the Healthy Schools' Audit.
- Consultation with the School Council. The Council is currently advising on the purchase of new play equipment and has specifically raised the issue of needing to consider pupils with disabilities.
- Responses received from local community groups who let the facilities.
- Consultation with the LA support service colleagues.

2. Starting points

2a: Increasing the extent to which disabled pupils can participate in the school curriculum

See Combined Action Plan and Accessibility Plan (Appendix 1).

The school is committed to incorporating "Quality First Teaching" principles into all lesson planning.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

The PSED Subject Leader will review how well we are developing awareness of disability through the PSD and Citizenship Curriculum, the assembly programme and through visiting speakers. We recognise that we need to plan our assembly themes so that they actively contribute to raising the awareness of disabilities of other. For example: "Deaf Awareness Week", an assembly theme on "Different and Same" or a visit from Guide Dogs for the Blind.

2b. Improving the delivery to disabled people of information that is provided in writing for people who are not disabled

See Combined Action Plan and Accessibility Plan (Appendix 1).

The Admissions Form completed by parents/carers of new pupils has been amended to ask about access needs. Parents of new pupils are made aware that they can request letters, newsletters etc in different formats (e.g. in Braille, in simplified language, on audio-tape or video-tape, using a symbol system). An alternative we are considering is that information can be emailed to home, as part of a new procedure, so that parents can enlarge documents to the size they need or use their own software to access information.

In addition various improvements are included in the Action Plan (see Appendix 1) in relation to improving signage (emergency procedures, internet safety, school rules, health and safety etc).

3. Making it happen

3a. Management, coordination and implementation

This Scheme will be reviewed annually by the Support Group (Deputy Head, SENCo, SEN Governor, Site Manager, Learning Mentor, C&FSW). A report updating the Governing Body will be presented annually during the Spring Term to inform budget planning for the new financial year. The update will be preceded by consultation with pupils, staff and parents. The update will include specific evidence of impact over the preceding twelve month period.

This Scheme should be looked at in conjunction with the following documents (available on request):

- School Self-evaluation Form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision)
- SEND School Offer
- School Improvement Plan;
- Staff Training Plan;
- Health and Safety Action Plan;

3b. Getting hold of the Scheme

The Scheme is available in the following ways:

- A copy can be requested from the School Office or alternatively we can email it to you;



Smith's Wood Primary Academy
DISABILITY ACCESS PLAN



This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from December 2009 to January 2017.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan is available in school and the plan contains relevant actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and Governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period..

Information about our Accessibility Plan will be published in the School Prospectus (statutory).

The Plan will be monitored by the Governors.

The school will work in partnership with the LA in developing and implementing this plan and will adopt in principle the "Solihull Accessibility Strategy".

The Plan will be monitored by Ofsted as part of their inspection cycle.

Smith's Wood Primary Academy Accessibility Plan 2016-2017
Improving the Curriculum Access at Smith's Wood Primary Academy

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on ASD	Key senior staff to attend a 2 day Level 3 AET training course. Key Staff to inform and train staff to enhance the curriculum and make it more accessible for our learners with ASD.	Key teachers are skilled in strategies for helping children with Autism	Summer Term	
Improved access to the outdoor environment of the school.	Review the current outdoor space and accessibility for all pupils, irrespective of their disability.	All school users have the same access to all areas of the school environment .A sensory garden will be built to support emotional wellbeing of all pupils	Spring Term	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Extra-Curricular co-ordinator to monitor / audit all extra-curricular activities to ensure provision and accessibility for all pupils	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On Going	
Classrooms are organized and resourced to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. Class teachers to work with inclusion team / senco to ensure all learners are equipped with appropriate resources to enable them to access the curriculum. All classes to display visual timetables	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Pupils are in possession of the resources needed to access the learning / curriculum	On Going	
Training for Awareness Of SEMH Issues	Provide training for governors, staff, pupils and Parents on Anxiety	Whole school community aware of issues relating to Anxiety and how best to support young people	Spring term	

Smith's Wood Primary Academy
January 2017
Date for review 2020

To be included as part of the Smith's Wood Primary Academy Disability Equality Scheme which will be an integral part of the Smith's Wood Primary Academy Single Equality Policy

Values:

Smith's Wood Primary Academy believes that it is the right of all children to be included in their education. We believe that this right extends to everyone associated or connected with Smith's Wood Community Primary Academy. To this end we will endeavour to make our school and its facilities accessible to all. This we will do within our resources and in conjunction with Solihull Local Authority.

We fully subscribe to the vision developed by the multi-agency conference on inclusion held in Solihull in 2002 which stated:

We believe that inclusive education is the right of every child and that an inclusive environment is one that promotes a child's sense of belonging and makes education an enjoyable and fulfilling experience socially, emotionally and academically.

We do not believe that children and young people are inclusive members of our community of schools simply because they attend a mainstream school. We recognise that some children and young people may feel excluded within a mainstream environment and some may feel included within a special school environment.

Information/Data

Our current data (Pupil count data January 2017 indicates:

No Special Needs	SEN Support	EHCP/Statement	Grand Total	SEN without EHCP %	EHCP %	% SEN of FTE (including statements)
355	96	6	457	21%	1%	22%

Specific Learning Difficulty	Moderate Learning Difficulty	Social, Emotional and Mental Health	Speech, Language and Communication Needs	Physical Disability	Autistic Spectrum Disorder	Other Difficulty/Disability
3%	28%	32%	26%	2%	7%	2%

There have been no parents who have notified us on our admission forms that their child/children has any disability other than those noted above.

Consultation

In drawing up the Access Plan the following were consulted:

- Full governing body
- SENCO
- staff
- parents
- school council
- Local Authority

AUDIT OF CURRENT PROVISION

A. Curriculum Access

Statement	Evidence	Action Required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	<ul style="list-style-type: none"> • Staff INSET 	On going
Classrooms are optimally organised for disabled pupils	<ul style="list-style-type: none"> • Visual timetables and visual prompts/aids, • Makaton Signs • Clear labels • Place mats, prompt cards • Easy, wide access, both into the classroom and around the furniture. • Furniture purchased to suit all pupils. 	In place
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	<ul style="list-style-type: none"> • Planning show differentiation for all abilities • Children with an additional need highlighted on planning • Differentiated tasks in book scrutinies with LA & SLT • Deployment of TA's / LSA • SEND reviews • Pupil Profiles 	In place
All pupils are encouraged to take part in music, drama, and physical activities	<ul style="list-style-type: none"> • Whole school overview of creative arts • Evidence in Curriculum Records • Register of children who attend creative arts activities • Drumming lessons • Forest School • Commando Joe 	In place Adaptable PE equipment
Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	<ul style="list-style-type: none"> • Short term planning • Extra processing time • Classroom organisation (e.g. seating) • Differentiated activities and resources • Visual support and prompts • Specialist teacher support for learners with Dyslexia 	In place

	<ul style="list-style-type: none"> • Application for additional time • Adaptable writing materials • Intervention timetables • Pupil Profiles 	
All staff plan for additional time required by some disabled pupils to use equipment	<ul style="list-style-type: none"> • Short term planning • Deployment of TA's / LSA • Pupil Profiles 	In place
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport	<ul style="list-style-type: none"> • Short term planning • Individual targets in IEP's • Deployment of TA's / LSA and sports professionals 	In place
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils	<ul style="list-style-type: none"> • Large keyboard purchased • Hearing loops within the classrooms • Headphones • Apple TV • Roller ball mouse • Software e.g. Wordshark, Nessy 	
School visits are accessible to all pupils, regardless of attainment or impairment	<ul style="list-style-type: none"> • Register of school and residential trips • Risk assessments undertaken and recorded. • Selection of residential facilities 	In place
All staff have high expectations for all pupils	<ul style="list-style-type: none"> • Teacher and TA Planning • End of Year Reports • Pupil Tracking System • RAISE –on-line • Learning & Teaching meeting notes • Evaluation of outcomes of interventions 	In place
All staff strive to remove barriers to learning and participation	<ul style="list-style-type: none"> • Differentiation in planning • Deployment of TA's / LSA • Visual timetables and visual prompts/aids, • Clear labels • Extra processing time • Classroom organisation (e.g. seating) • Differentiated activities and resources • Visual support and prompts • Intervention materials 	In place

B. Physical Access

Statement	Evidence	Action Required
<p>The layout of areas allows access for all pupils, such as Academic areas: eg, classrooms, hall, library</p> <p>Sporting Areas: eg, gym, outdoor sporting facilities</p> <p>Social areas: eg, dining hall, reception, common room</p> <p>Play areas: eg, playground, wet play area</p>	<p>Individual work stations Low furniture</p> <p>Double opening doors</p> <p>Use of ramp at main entrance doors, low dining tables</p> <p>Large play equipment Colourful play equipment and clearly marked zones</p>	<p>In place</p> <p>In place</p> <p>In place</p> <p>In place</p>
<p>Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps</p>	<p>Corridors are free flowing</p>	<p>In place</p>
<p>Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Showers are available and accessible.</p>	<p>Disabled toilet</p>	<p>Disabled toilet, with amenities</p>
<p>Pathways around school are safe and well signed. Parking arrangements are logical and safe</p>	<p>Clear pathways Parking arrangements for disabled Large print signs</p>	<p>Braille</p>
<p>Emergency and evacuation systems inform all pupils. Alarms are visual (flashing) as well as auditory</p>	<p>Flashing fire alarms</p>	
<p>Tactile signs, including lifts with tactile buttons help disabled learners to use the building.</p>		<p>Braille and tactile signs</p>
<p>Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy</p>	<p>Clearly written signs, with simple signs and symbols Appropriate school décor with harmony</p>	<p>In place</p>
<p>All areas are well lit</p>	<p>Appropriate lighting</p>	<p>In place</p>
<p>Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.</p>	<p>Carpeted classrooms</p>	
<p>Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc</p>	<p>Appropriately located furniture Low level sinks</p>	

C. Access to Information

Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.	Staff aware of positioning of themselves and also pupils within the school setting Recorded on Pupil Profiles	
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans Serif size 12 or larger on buff paper	Agreed policy for communication followed Coloured paper available Exercise books with coloured paper available	In place
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	SENCO planning meetings Resources implemented in Pupil Profiles SISS advice implemented in IEPs	
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/PowerPoint presentations etc	Meetings and presentations on laptops/files	In place

ACTION PLANS & EVALUATIONS

As a result of the audit, the action plans included below have been drawn up.

The action planning work will be overseen and co-ordinated by the Governors' Finance and General Purposes Committee (premises access), the Curriculum Committee and by the DHT (access to information).

The plan will be made available in a range of formats on request and will be published on request.

Evaluation of the progress of the plan will be made by the governing body through the Autumn HT Report to Governors and relevant Governors committees where appropriate.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work.

Action Plan – Curriculum Access

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Raised awareness of the curriculum needs of pupils with communication difficulties	Programme of INSET	Overview of the needs of particular groups of pupils for all teaching staff	Ongoing	
Medium Term	Clarification of support role of school staff in meeting needs of pupils with Speech and Language Difficulties	Employ a speech and language specialist to work directly with SEN children to diagnose and support speech and language difficulties. Specialist to train support staff in supporting individual children TA trained to support S&L Therapist	Appropriate support for pupils with speech and language difficulties from school resources.	Completed	
Medium Term	Refresh training for teachers on differentiation by teaching and learning styles – Quality First Teaching	Inset training on differentiation and how to support all pupils in accessing the curriculum. NQTs to work directly with SENCO and to develop awareness of SEN and how to differentiate appropriately .	Teachers enabled to apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities.	Completed	

Action Plan – Premises Access

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Maximise access of environment with low cost adaptations.	Environmental Audit based on LA Accessibility Audit Make low key adjustments to maximise physical access, improve acoustics and maximise visual clues– consult SISS	Good practice in accommodating needs of pupils with physical disabilities, hearing impairment, visual impairment	Ongoing	
Medium term	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairment	Seek advice from SEN Service on appropriate colour schemes/blinds	Increased access for visually impaired pupils to some classrooms/areas of school	In place	
Long Term	School plans to improve access to designated areas over successive financial years	Planned use of minor delegated resources Funding in line with LA Accessibility Strategy	Access to all areas of school	In place	

Action Plan – Access to Information

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Availability of written material in alternative formats	SEN Service provides consultation to inform schools of services available in the LEA for converting written information into alternative formats SEND Leaflet produced for Parents School Offer written and available on website	Ability of school to ensure availability of material in alternative formats as required	In place as required/requested	
Medium Term	School to be able to produce large print transcriptions	School staff trained by SEN Service to produce materials in large print	School to produce large print materials as required for students	In place as required/requested	
Long Term	School to be able to produce symbol materials	Purchase appropriate software and training in production of symbol materials	School to respond immediately to needs of pupils requiring pictorial support materials Communicate In Print now purchased and available	In place as required	
	To maintain above practice and review on annual basis		Information available for parents/carers and pupils in a variety of formats	In place as accessed as required	

Accessibility planning and the governing body

Questions the governing body may want to ask itself as the 'responsible body' for the school:

General duties to disabled pupils	Yes	No	Evidence
Does the governing body receive regular reports on how the school is meeting its duties to disabled pupils: <ul style="list-style-type: none"> to ensure appropriate provision is made (SEN duties)? not to treat less favourably (DDA)? to make reasonable adjustments (DDA)? to draw up and implement an accessibility plan (DDA)? 	✓ ✓ ✓ ✓		On going consultation. DDA
Does the governing body report annually to parents on how the school is meeting its duties?	✓		Termly HT Report
Is the governing body aware of how many disabled pupils there are in the school?	✓		Termly HT Report.
The school accessibility plan			
When was the school accessibility plan published?	✓		Governors meeting
How was the Governing Body involved in its production?	✓		Consultation
Is the Governing Body clear about the vision and values that inform the Plan?	✓		Governors meeting
Who was consulted in the production of the Plan? What were their views?	✓		Staff, Governors, parents

Accessibility planning and the governing body

Questions the governing body may want to ask itself as the 'responsible body' for the school:

General duties to disabled pupils	Yes	No	Evidence
What information and data were used to inform the Plan?	✓		School Census and SEN Offer
How were priorities set?	✓		Priorities identified from asset management plan, specific pupil needs, current school practice, procedures and provision
How is the Plan resourced?	✓		Capital Devolved Funds, SEN allocated funding and school maintenance budget
How have responsibilities been allocated?	✓		Relate to specific managers

			(teaching and non teaching)
How is the school accessibility plan coordinated with:	✓		Linked to School Improvement Plan (School Site Priority area, SEN action plan) and the Asset Management Plan
<ul style="list-style-type: none"> • other school plans, especially with the School Improvement Plan and the Asset Management Plan? • the LEA's Accessibility Strategy? 	✓		
How will the Governing Body evaluate the success of the Plan?	✓		Annual monitoring statement by HT
When should the Plan be reviewed and revised?	✓		Reviewed annually and revised if required
When is a new Plan due to be in place?	✓		January 2020

Smith's Wood Primary Academy Access Plan

Accessibility Plan 2016 - 2018

Improving the Delivery of Written Information at Smiths Wood Primary Academy

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	Already possible, if required/requested	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Already possible If required/requested SEND information leaflet for parents available	
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from SISS on alternative formats and use of IT software to produce customised materials.	All school information available for all	Advice offered on individual pupils if requested	

Smith's Wood Primary Academy Accessibility Plan
Improving the Physical Access at Smith's Wood Primary Academy

An Access Audit was carried out by the Local Authority and a number of recommendations made:

Item	Activity	Timescale	Cost £
Adapt wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	To be moved to wheelchair height, as money allows.	In toilet for people with disabilities	Integrated as part of the whole school toilet refurbishment costing using Capital Devolved Fund (£23,000)
Implement, where Capital Funding allows, 'sound fields' in at least one classroom to improve the learning environment for hearing impaired pupil/s. This provision would be extended in response to additional hearing impaired pupils	To install 'sound fields' in classrooms	When required.	£1,000 per classroom To be funded in response to pupil admission with specific hearing needs.
To improving signage in the school community to improve accessibility (e.g. emergency procedures, internet safety, school rules, health and safety etc). All classrooms now have photos of staff on the door and symbols to indicate the room function.	To place makaton signs/symbols in areas around the school All classrooms to have photographs of teachers with names on doors.	In place	Minimal cost

Appendix 1: Disability Equality Scheme Action Plan & Access Plan

Smith's Wood Primary Academy

Date: September 2016

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ▪ Review accessibility of ICT (including whiteboards) using specialist expertise e. ▪ Involve pupils in review of software. ▪ Prioritise new software to purchase. ▪ Train TAs and admin staff on use of Communicate in Print. 	Spring Term 2017	<p>Time from AJ and MT</p> <p>£1,000</p> <p>Half day x 5 staff</p>	ICT Co-ord & SENCo	Leadership Team
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from stakeholders</p>	<ul style="list-style-type: none"> ▪ Incorporate Quality First Teaching into all planning. Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. ▪ Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Focus in 16/17 on ASD and SEMH ▪ Seek issues and feedback from "Teaching and Learning" focus group and Pupil Survey. 	Ongoing	<p>Staff meeting ' Anxiety</p> <p>Staff training Level 3 ASD</p> <p>2 Day mental Health First Aid Training</p>	SENCO SLT C&FSW	Leadership Team and Governors

<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Work with out of sports specialists to increase opportunities available through development of outdoor area. ▪ Ensure school activities are accessible to all students. 	<p>Spring term 17</p>		<p>HT AM</p>	<p>Leadership Team</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. ▪ Consult pupils and staff on any proposed changes. ▪ Introduce or update all policies 	<p>Spring 17</p>	<p>Subject Managers</p>	<p>Subject Managers</p>	<p>VH</p>
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Identify accessible play equipment (School Council involved in designing new area). ▪ Look into feasibility of a low arousal space. ▪ Improve signage of evacuation procedures, internet safety, fire drill etc ▪ Review new signage of room functions. 	<p>Spring 17</p>		<p>Site Manager School Council</p>	<p>HT</p>
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> ▪ Review PSHE Curriculum ▪ Review Assembly Programme: ▪ Involve local disability groups in assemblies and visits to school 	<p>September 2017</p>		<p>PSHE Co-ord</p>	<p>Leadership Team and Governors</p>
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Use of Communicate in Print software. ▪ Use of Technology 	<p>Summer Term 17</p>	<p>.</p>	<p>SENCO ICT Coordinator</p>	<p>DH</p>

<p>Staff</p> <p>Promoting equality of opportunity for staff</p>	<ul style="list-style-type: none"> ▪ Monitor data in relation to recruitment, retention and professional development. ▪ Encourage disclosure of disability. ▪ Incorporate questions into annual staff survey. ▪ 	<p>Ongoing</p>	<p>Possible Access to Work application</p>	<p>Head</p>	<p>Governors</p>
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